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An Assessment Of the Performance of Selam TVET College in Capacity Building, in the Case of Addis Ababa

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Acronyms and Abbreviations

OS	Occupational Standards
SDR	Selam David Roeschli
SCV	Selam Children's Village
Ecbp	Engineering Capacity Building program
FDRE	Federal Democratic Republic of Ethiopia
AU	African Union
ETP	Education and Training Policy
PASDEP	Plan for Accelerated and Sustainable Development to End Poverty
ESDP	Education Sector Development Program
TTLM	Teacher Teaching Learning Material
GTP	Growth and Transformation Plan
COC	Certification of Occupational Competency
MoE	Ministry of Education
ILO	International Labor Organization
UNIDO	United Nations International Development Organization
TVET	Technical and Vocational Education and Training
OBT	Out Come Based Training
QMS	Quality Management System
MoFED	Ministry of Finance and Economic Development

Abstract

The purpose of this study was to assess the performance of Selam TVET College in Capacity Building at Addis Ababa Administrative Region. A descriptive survey study was preferred to investigate training performance of the College in light of providing quality technical and vocational education through the modular training that was given for trainees at college level both theory and practice inside Selam Children's Village.

The subjects were selected using stratified and systematic sampling techniques. The main techniques of data collection for the study were questionnaires which were filled by 60 respondents found in the College and villages situated at Kotebe area. To supplement the data, interview with Management bodies, trainees and trainers was made at the office and departments. Similarly, focus group discussion was held with both trainers and trainees. In addition, information was also collected from training modules and other relevant documents.

The data collected using questionnaires, interview and FGD was analyzed quantitatively using descriptive statistics such as percentages and frequency distribution. The major finding of the study indicated that the College was at the right track to offer relevant training to its users with the expectation of producing competent man power in the middle level training program. More over quality products and services were expected by inducing QMS to the College training and customer satisfaction was felt as mentioned by respondents.

However problems in providing training were sensed due to lack of clear guidelines for work relationships and hence responsibility conflict occurred ,direct participation of trainees in the preparation of materials, workable college manual with tendency not to have it and purchase delay in need of material for special areas were the critical ones. Based on these findings, the results were assessed and recommendations were made.

CHAPTER ONE

1. INTRODUCTION

This chapter addresses the introductory part of the research. It basically includes background of the study, statement of the problem, purpose and significance of the study, delimitation of the study, limitation of the study, and operational definition of terms.

1.1. Background of the Study

Education is a means which enhances the socio-economic development of a country. Thus, it imparts knowledge and skill to people who participate in the nation's overall development endeavor.

With this, (ETP, 1994:93) stated that "education does not operate in isolation; rather it has to be on full just with research, practice and development to contribute towards an all-rounded development of society."

More over, Finch and Crunkilton (1999) pointed out that "educators favor the integration of academic and technical curricula." The education and training of the so-called knowledge workers suggest that this integration trend will predominate in the twenty-first century. This is because learning sophisticated technological concepts which require a sound foundation in practical skills and understanding of technology.

In this regard, the optimum level of skilled manpower can be obtained by a well organized system of education and training. And today a consensus has been established on the absolute priority of investment in human resources as the very foundation of overall development (Carnoy, 1995:3). This is because; it has a primary role to play in establishing conditions convenient for successful development.

Bearing this in mind, the human resource development, both formally and non-formally that TVET institutions are performing to the overall socio- economy is a witness of their being strong forces in development. Since 2000/01 a massive expansion of TVET sub-sector has been operational. The strategic thinking behind the expansion of the TVET sub-sector is to meet the middle-level human power demand of the industry, service sector

and commercial agriculture, which have become very essential to the overall development of the country. The impact up on quality TVET has been viewed in a favorable light. This implies that there is a shift of beneficiary's choice of education from supply to the demand driven outcome or performance. TVET is an instrument for producing technicians equipped with practical knowledge, who unlike in the past would be job creators rather than expecting jobs to be provided by the Government (ESDP- III, 2005: 11).

1.2. Statement of the Problem

As mentioned in the introduction above, there is a shift of beneficiaries' choice of education from supply to the demand driven outcome or performance. But the region does not yet exploit it very well to contribute a lot for economic development. One of the reasons for this might be lack of sufficient middle level skilled man power for the industry.

This is supported by different empirical evidences. For example, Gemechis (2007) and ILO (2009) stressed that entrepreneurs are surrounded by a number of challenges. This forces stakeholders in TVET to contribute a lot to the poverty reduction of the town, region and the country as a whole.

This study is different from those researchers discussed above in that their focus areas were in all manpower development regardless of their performance. This study specifically emphasizes on the assessment of performance of Selam TVET College in Capacity Building in the case of Addis Ababa.

Technical and Vocational Education and Trainings (TVETs) are targeted to produce entrepreneurs who are able to create own jobs rather than seeking employment in any organization. That is why entrepreneurship training is incorporated in TVET Curriculum. This in turn leads to success or high performance.

Entrepreneurship education is designed in order to support graduates, existing potential entrepreneurs to create and run their own business rather than expecting employment from government, private or NGOs. So as to develop entrepreneurial culture to all groups of society, entrepreneurship is given in different including Ethiopia in formal, informal and non-formal way through TVET colleges/institutes.

Selam TVET College is said to be making significant performance to practical education in Addis Ababa (Selam, 2010:29). Though various scholarly analyses have been done in the area of education, only some scholars have undertaken detailed analysis on the impact of TVET education towards developing capacity of the nation. Among the scholars who conducted on the performance of TVET education towards development are discussed here. World Bank (2006) argues that for reforms to succeed, close involvement of the private sector at all levels –from policy making to being involved in running institutions, is critical and the government is working closely with the private sector to move forward in transforming this vision in reality.

Selam TVET College as a development partner of the country has exerted considerable effort to develop capacity of the young in Addis Ababa through provision of skills training in various programs on demand-driven and outcome base to fit graduates for the world of work.

As a strategy, the significant increase in TVET enrolment has been managed by a combination of government funding, intensive short-term teacher training and building of TVET centers. However, the rational was still that of a supply-driven system. Briefly speaking it is an input oriented delivery system of education. Hence, the future stages of

the TVET reform require a paradigm shift towards a demand-and outcome-driven system. This holds not only for the training itself, but for the management of the TVET system and its institutions as well. The deciding factor for success is not input or supplies, performance (GTZ, 2006).

As of November20-21, 2006 meeting organized by Ethio-German Engineering Capacity Building Program in Addis Ababa, it was agreed amongst the nearly one hundred experts and practitioners from eleven countries and four continents who attended the event that the Ethiopian approach to TVET reform and TVET financing are very much in line with international best practice in terms of performance.

All Participants who attended the meeting seem to agree that partnerships (among the public sector, the private sector and civil society) will be key in making any TVET reform process succeed (GTZ, 2oo6).

Among stakeholders Selam TVET College is said to be the one which was exercising the new TVET reform through mobilization of necessary resources.

Having said the above points as it has been discussed in detail by various scholars in the area of performance of technical education rendered by institutions, there has been share of significance for addressing education to the young, the minority group who couldn't get access to education and those who want to improve their life by having basic skills training in the area of technical and vocational education in Selam TVET College.

However, my focus regarding this study is to strengthen the argument about the success of TVET in terms of performance which the previous scholars dealt during provision of skills training by Agencies through education in general and giving more consideration to the performance of Selam TVET College to Capacity building through education in its positive sense for the benefit of the community at large in Addis Ababa which has not been widely touched by former scholars.

1.2.1. Research Questions

With this in mind, the study tries to answer the following basic questions:

1 How are the training programs of the college organized?

2 How are the training programs conducted?

3 How do the trainees view the training offered?

4 How far the training contributes to acquire the quality of education and training?

5 What major problems have been encountered in accomplishing programs?

1.3. Objectives of the Study

1.3.1. General Objective

This study is aimed to assess the performance of Selam TVET College in Capacity building in Addis Ababa, where as in particular it tries to focus on the following specific objectives.

1.3.2. Specific Objectives

The specific objectives of the study are:

- To assess the programs of Skills training offered by Selam TVET College
- To assess the training programs for the industry and manpower development
- To assess the trainees view in relation to the training offered
- To assess the training contribution to acquire the quality performance of education and training
- To forward possible solutions and recommendations.

1.4. Significance of the Study

In general, the writer of this paper believes that the study:-

- Is able to make one aware that the college's performance to professional development through training.
- Will help to point out ways that Selam TVET College should follow in eliminating problems which arise in its performance toward promoting skills training.
- Will serve as a spring board for a better and exhaustive research.

1.5. Delimitation of the Study

This research was delimited to investigating the performance of Selam David Roeschli TVET College and its units in the Addis Ababa Administrative Region.

Accordingly, the researcher applied systematic sampling technique on the basis of stratified sampling in order to select Selam TVET College and its units that were thought to have rich experience in conducting the skills training program.

The specific location of this College could be described as follow.

❖ Selam Technical Vocational Education and Training College is located east of Addis Ababa, specifically in Yeka sub-city, near Hana Mariam Church locally called Kotebe area.

The College was selected on the basis its relation with other Colleges and enterprises in the Capital in conducting the training programs.

This research was also delimited to selecting the participants of college leaders, Selam Village Officials, College trainers, supervisors, trainees and some graduates.Using systematic sampling technique, these groups of participants were chosen since all of them were involved in the implementation the training programs in the College and its units. Moreover, the researcher selected these participants due to the fact these participants were thought to provide rich and detailed information on the problem understudy.

1 .6.Limitations of the Study

The quantitative research data collection methodology, in particular the choice of the small sample population through systematic sampling on the basis of stratified sampling method, considered as the main source of limitation for generalizing the results of the research to all TVET population in the capital. The inherent weakness associated with this method can not be assumed as limitation free. Henceforth, cautions were made whenever extrapolation of the findings from the sample to all of the TVET population was sought.

All the responses of the interviews and focus group discussions are taken to be the representatives of the actual scenario. The limitations of semi- structured interview may be considered in terms of whether the data obtained reflect the actual facts grounded in the day to day practices. The limitations that are discussed may influence the validity of the research in terms of the ability to generalize the results to the entire TVET respondents population.

All interviewed TVET respondents were from a TVET College and its units in Addis Ababa. TVET Respondents from the government schools and in other school development centers were not included in the research. These choices and decisions of inclusions and exclusions were made in an effort to focus the research and limit its scope and allow a degree of feasibility to data collection and analysis. Thus these boundaries set in this research indicate its limitation.

1.7. Definition of operational Terms

Technical and Vocational Education and Training (TVET) is the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupants in various sectors of economic and social life(UNESCO,1999).It is concerned with the acquisition of knowledge and skills for the world of work to increase opportunities for productive work, sustainable livelihoods, personal empowerment and socio-economic development in knowledge economies and rapidly changing work environments(Maclean, Wilson et al. 2009).

Non-formal TVET: includes all structured short-and long-term TVET programs (run by different public or private providers, comprising different modes of delivery and durations of training) that are not registered as formal TVET by the Ministry of Education , e.g. TVET in Community Skills Training Centers, TVET programs by NGOs, employer-based TVET , short-courses in commercial TVET schools, etc (Amhara TVET strategy draft, 2006).

Performance: overall activities and operations performed by entrepreneurs in MSEs in strengthening their enterprises (Mulugeta, 2010).

1.8. Organization of the study

This research is organized in the following ways. The first chapter is about the orientation of the research. The background to the research is explained first. Following this, the statement of the research problems is described. Then the main research question and sub-questions that are thought to be answered by the research are provided in order. Finally, the aim, objectives, the significance of the research, the research problem, the delimitation and

limitation of the research the clarification of concepts and the organization of the chapters are presented. The second chapter, the literature review, begins with the brief review of the history of education and training at the global and Ethiopian context. It attempts to discuss trends in the provision of TVET, the benefits of skill based trainings, the benefits of market based training, the experience of countries in the implementation of training, the role of motivation in training, the measurement of training, epistemological issues in performance of training, and implementation problems of the training.

The third chapter is the theoretical framework for the practical training. It discusses the theories that are thought to be related with the research problem under investigation.

Hence, the main theories raised under this chapter are Bandera's (1977) theory of observation (imitation), Vygotsky's theory of ZPD, Lave and Wenger's (1991) contextual or the situated learning, Holland's career theory and the constructivist view of learning to describe the performance of training process.

The third chapter is about the research design and the methodology part. In this part, the rationales for choosing the quantitative research methodology, the sources of the data and the reason for selecting the people to be researched and the institution are discussed in detail.

Furthermore, the description of the data collection instruments and their application in the research are explained. The ethical issues that the researcher is obliged to be abided are also discussed. The fourth chapter is about the description and interpretation of the data. The data collected by the use of the various instruments discussed in chapter four are described in the light of the research questions set. Eventually, the findings are interpreted and discussed. The fifth chapter attempts to summarize all the steps of the research process and tries to elaborate the conclusions reached and the recommendations forwarded.

1.8.1. Description of the sample organization

Selam TVET College

Selam is a TVET College selected for this research. It is a privately owned college situated East of Addis Ababa- under Yeka sub-city administration, near Hana Mariam Church at locally named Kotebe area.. It was founded in 1986 within an area of 30, 000 meter square.

The founders of this college were the Roeschli'- husband and wife of Swiss humanitarians. Once they were living in Ethiopia establishing orphan village exactly at the center of the current college campus.

However, during the advent of the communist regime in Ethiopia, they went back to Switzerland. One of the orphans, Tsehay, who went with them, came back in 1986. After she had come back to Ethiopia, she founded Selam Children's Village. Later on, the children's village was promoted to Vocational Center in 2000 (SDRTVC, 2011). Since then, the college has started training skills.

Later, since 2000 onwards, the college was named as 'Selam David Roeschli' Technical and Vocational College' (SDRTVC, 2005). It had built workshops in the campus including various machines, cold forming workshops, woodwork shop, conventional foundry, metal forge, heat treatment, sand blasting and powder coating facilities. By the use of this facility, it was able to generate its own income.

The college was one of the known private TVET Colleges in the city. In conjunction with this, it won ECAE award (Selam Broucher,2011)due to its high quality training performance on the Ethiopian TVET system. While this research was going on, the college was offering training on the following occupations and levels; General Metal Fabrication and Assembly-Level 1-4, Machining-Level 1-4, Auto Electricity -Level 1-4, Auto Engine Service-Level 1-4, Building Electrical Installation-Level 1-4, Building Metal Works Level 1-4, Industrial Electrical Machine Drive-Level 1-3 and Furniture Making-Level 1-3.

In addition to the above occupations, the college was offering short-term training on welding. It was also providing tailored training on food preparation to companies and individuals based on their training needs (SDRTVC, 2011).

The college had an 'internal' apprenticeship training program, on the college campus for all trainees. However, the 'external' apprenticeship training was applicable to trainees (for level one and above) who were assigned to the enterprises for some times (even more than a month depending on the kind of occupation.

Chapter Two

Review of Related Literature

This second chapter is devoted to the review of the related literature. It tries to present Some of the facts obtained so far from various researches and other sources concerning the issue at hand.

2.1 Education

Education, according to TGE (1994:1-3), is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development through generations. Education enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability, skills, and attitudes.

In the present society, education may be viewed as comprised of two basic elements: Formal education and non-formal education.

Formal education is that which occurs in a more structured educational setting. Representative of this element would be school and school related activities such as taking a course, participating in a school athletic event, or holding employment as part of a formal cooperative vocational education program.

Informal education, on the other hand, consists of that education which typically takes place away from the school environment and is not a part of the planned educative process. Part-time volunteer work in a hospital might be considered as informal education activity. Central to this element is that education extends far beyond the four walls of the school and encompasses more than what is under a teacher's direction.

Education in its formal and informal spheres encompasses a great portion of one's life. From early childhood through adulthood, opportunities exist for participation in formal and informal education, and the extent of a person's participation often corresponds with his or her capabilities to perform various roles in later life (Finch and Crunkilton,1989:78).

Teklehaimanot (1999:1) asserts that education should be an endeavor to introduce the desirable change into a culture while steadily standing on it.

The Constitution of the Federal Democratic Republic of Ethiopia declared that the Government shall have the duty to support, on the basis of equality, the growth and

enrichment of cultures and traditions that are compatible with fundamental rights, human dignity, democratic norms and ideals (TGE in Teklehaimanot, 1999:2).

2.2 Goals of Education

Superimposed on the formal and informal elements of education are two categories that reflect the broad goals associated with it. These two types of educational goals may be referred to as education for life and education for earning a living. The two are not mutually exclusive.

Dealing with these two broad goals as separate entities is sometimes quite difficult, if not impossible. Basic preparation for life as part of one's high school education may serve as foundation for post-secondary education or earning a living. Likewise, education for earning a living, received early in one's life, might serve to let an individual know that a certain occupation would or would not be satisfying to that person (Finch and Crunkilton, 1989:8).

Mansfield and Mitchel (1996:3) describe that the role and purpose of the systems and processes of education is to prepare people for independent economic activity-it may be called as the instrumental purpose, a means to an end; to empower people to play a full part as citizens in a democratic society-this purpose is to do with access, choice, and equality of opportunity; and to enable every person to develop his/her natural talents and capabilities to the fullest extent-this purpose is to do with individual progression, improvement, and self full fillment.

The above goals of education can be put into reality by way of, among others, general education and technical and vocational education. General education, according to UNESCO (2002:17), is education which is mainly designed to lead participants to a better understanding of a subject or group of subjects, especially, but not necessarily, with view to preparing them for other (additional) education at the same or a higher level.

Successful completion of these programs may or may not provide participants with a labor market relevant qualification at this level. Such programs are typically school- based. Programs with a general orientation and not focused on a particular specialization should be classed in this category.

Vocational and technical education, on the other hand, is education which is mainly designed

to lead participants to acquire the practical skills, know-how, and understanding necessary for employment in a particular occupation, trade, or group of occupations or trades.

Successful completion of such programs leads to a labor market relevant vocational qualification recognized by the competent authorities of the country in which it is obtained.

Similarly, Hoffman et al (1999:13) define vocational education and general education as "technical/vocational education indicates education aimed at preparing the student for work in a commercial or technical field, the course content is practical and enables the student to enter the labor force. General education, on the other hand, prepares the student for the next higher level of education; the courses are mainly academic and theoretical".

2.3 Technical and Vocational Education in Africa

The TVE policies followed by the newly independent African countries were aimed at providing the managers and skilled labor which these countries needed to support the growth of the modern sector.

In the late 1970s, however, the African economies entered a period of recession and economic crisis. The growth of modern sector employment slowed sharply as a result of spending cuts in the public sector and massive lay-offs to maintain productivity in the private sector.

The consequence was rapid raise in unemployment among young people, particularly, those Who had completed their secondary schooling. Gradually, the structure of employment in sub-Saharan Africa changed, with the rapid growing informal sector absorbing much of the labor force.

Imported models of technical and vocational education, which were developed in a context of economic growth, proved incapable of supplying skilled labor that meet the highly varied requirements of African production systems. A wave of criticism concerning the ineffectiveness and high cost of TVE began to be heard, and this form of education has been called into sharp question on the ground that it is poorly suited to labor markets dominated by informal sector employment.

Numerous criticisms of technical education and vocational training have been voiced over the past decade. These may be summarized as poor quality, very high cost, training not suited to actual socio-economic conditions, disregard of informal sector's needs, and disregard of the labor market and of the high unemployment rate among graduates (Atchoarena and Delluc,2002: 37-38).

Besides, Girma (2009:20) states that in the 1960s and 1970s international development agencies, particularly the World Bank had played a significant role in popularizing the TVET

system in various African countries. Nevertheless, in the following decades, TVET came under strong criticism and both national and international support had declined considerably.

In recent years, however, TVET has come back to claim a place of importance on the agendas of many international organizations and donor agencies. As a result, policy makers in many African countries as well as the international donor community have renewed their perspective of the role of TVET as a key to create wealth and emerge out of poverty by producing skilled and entrepreneurial or employable workforce. This is mainly because the need for economic competitiveness and technical improvement has rapidly grown through globalization and the number of young people, who have completed basic education but remain in poverty with low social participation because of high level of unemployment, has increased.

Studies aimed at examining TVET systems in developing countries, particularly sub-Saharan Africa describe the system as being in a state of crisis already for twenty years. Here two of the main challenges in TVET delivery system will be referred to: quality and relevance. As evaluated by the AU the quality of training is low, with undue emphasis on theory and certification rather than skills acquisition and proficiency testing. Inadequate instructor training, obsolete training equipment, and lack of instructional materials are some of the factors that combine to reduce the effectiveness of training in meeting the required knowledge and skills objectives. With respect to relevance, many studies refer to a mismatch between the training offered and the skills needed in the labor market, especially in formal public training.

Formal public TVET delivery system often does not pay enough attention to the market trend (Girma, 2009:21-22). Wanna (1998:60) also witnesses that the quality of training, especially those given in vocational/technical schools can be affected by the quality of instructors, curriculum, resources, and administration.

In view of the changes in the labor market, the objectives of technical and vocational education have become more diverse: they are no longer simply economic but also social, including the fight against poverty and the integration of young people into the working world.

Hence, to train the workforce for self-employment and to raise the productivity of the informal sector become two other major objectives (Girma, 2009:21-22).

Many African countries consider today that the infrastructure and equipment of TVE

institutions are for the most part obsolete, inadequate, and unable to adapt to private sector expectations and technological change. No country, however, can forgo the effort to train young people in the technical skills needed to master the occupations of modern economies. Imports of new equipments, which workers must know how to use and maintain necessitate an effort to save this training system. It is for this reason that both the international community and African governments have focused their attention on the question of how to reform TVE (Atchoarena and Delluc, 2002:49).

Most of the countries in sub-Saharan Africa regard technical and vocational education as vital to their economic development, as this sector is associated with acquisition of the qualifications needed to be competitive in the international arena.

There are many movements underway in the countries of sub-Saharan Africa to change the content of TVE and the way it functions. All actors are deliberating the question of which innovations should be introduced in these countries, in the knowledge that the results obtained will depend on not only their economic and social environment but also cultural and historical factors (Atchoarena and Delluc, 2002:57-58).

2.4 Technical and Vocational Education and Training in Ethiopia

Ethiopia has been having an alphabet of its own for many centuries and it has been running its educational system in religious institutions. This was going on until early twentieth century when modern education was introduced. Towards the end of the 19th Century, several things accentuated the need for modern education. The victory of Adwa in 1896 resulted in gaining international recognition for the country so that several European and Asian countries expressed their wishes to establish embassies and negotiate treaties.

The war itself alerted Emperor Menelik II to realize the inadequacies of church education if Ethiopia was to remain independent. The innovations introduced, such as the formation of the Council of Ministers, the starting of postal, telephone, and telegraphic systems, the establishment of the state bank and printing press, the construction of railway line, etc. all required a new type of personnel or qualified civil servants (Ayalew, 2000:8).

Academic education continued to be provided until 1936 without the vocational curriculum. Immediately after the liberation, there was an urgent demand for trained people to introduce modern management and launch a program of reconstruction. It needed technicians of all levels, managers, planners, engineers, and other economic-oriented labor force. The immediate response to this urgent demand was the establishment of technical and vocational schools to

train and supply the critically needed trained people in the various areas of technology (Girma, 2009:26-27).

The vocational/technical schools established in the years 1940s-1960s (Wanna, 1998:57) were Addis Ababa Technical School (1942), Addis Ababa Commercial School (1943), Addis Ababa Building Trade School (1946 (Phased out)), Ambo Agricultural School (1946), Jimma Agricultural School (1944), and Bahir Dar Polytechnic School (1964).

TVET was the most neglected area in the history of the Ethiopian Education System (FDRE, 2005:5). However, since 2000/01 a massive expansion of this sub-sector has been operational. The strategic thinking behind the expansion of the TVET sub-sector is to meet the middle level human power demand of the industry, service sector, and commercial agriculture, which have become very essential to the overall development of the country. TVET is an instrument for producing technicians equipped with practical knowledge, who unlike in the past, would be job creators rather than expecting jobs to be provided by the Government.

The objective is to provide quality education and training in the TVET sub-sector. To this end, the curriculum was revised; skill-upgrading training was given to TVET teachers, and expatriate teachers were employed to overcome the shortage of teachers. In collaboration with the private sector and government enterprises, an apprenticeship program was also introduced to develop the skill of the trainees before their deployment to the world of work. The number of TVET institutions has increased from 17 in 1996/97 to 199 in 2003/04 and enrolment from2,924 to 106,336 out of which 51.2 % are females (FDRE, 2005:5).

2.5 Objectives of Technical and Vocational Education and Training

Though expressed in different ways, TVET has the objective of improving the livelihood of people by equipping them with the necessary knowledge, attitudes, and skills. UNESCO (in Berhanu, et al, 1992:2) has put down the objectives of TVET in relation to the educational process.

The objectives are to contribute to the achievement of society's goals of greater democratization and social, cultural, and economic development, while at the same time developing the potential of individuals for active participation in the establishment and implementation of these goals; to lead to an understanding of the scientific and technological aspects of contemporary civilization in such a way that men comprehend their environment and are capable of acting upon it while taking a critical view of the social, political, and environmental implications of scientific and technological change; to abolish barriers between levels and areas of education, between education and development, and between school and

society; to improve the quality of life by permitting the individual to expand his/her intellectual horizons and to acquire and to constantly improve professional skills and knowledge while allowing society to utilize the fruits of economic and technological change for the general welfare, etc. Thus, UNESCO has placed high priority on TVET in promoting individual capability and national development.

In connection to this, the National TVET strategy of the Federal Democratic Republic of Ethiopia mentions, among others, creating and further developing a comprehensive, integrated, outcome-based, and decentralized TVET system for Ethiopia; strengthening TVET institutions in view of making them centers for technology capability, accumulation & transfer; improving the quality of TVET (formal and non-formal) at all levels and making it responsive to the needs of the labor market; strengthening the private training provision and encouraging enterprises to participate in the TVET system; and building the necessary human capacities to effectively manage and implement TVET (MoE, 2008:12-13).

While putting into practice the objectives stated above, the following principles will guide and define benchmarks for the further development and implementation of the country's TVET system. These are demand-orientation, quality & relevance, equal access and equal opportunity, permeability, flexibility, life-long learning, gender sensitivity, contributing to the fight against HIV/AIDS, and contributing to environmental challenges (MoE, 2006:10-12).

Any development program in a given country, whether it is economic or social, presupposes the availability and the competitiveness of skilled workforce (UNESCO in Befekadu,1993:12). In sum, TVET is required to provide skilled labor force to meet the needs of the labor market. This skilled labor force is badly needed for the economic and social development of a country. To lift the country out of poverty and put it in parity with other developed countries, there is a concerted effort being made by the government and other stakeholders to use education and training as an effective vehicle for societal development. The government of Ethiopia took a number of steps in the areas of education and training since it came to power in 1991.

Since the introduction of the ETP (1994), quantitative changes have taken place in the areas of education and training. The most significant changes that took place between 1994/95 to 2004/05 which include, among other things, student enrolment in technical and vocational education and training from 2,338 to 45,417 (MoE, 2004/05).

Despite the encouraging results achieved in enrolment increases, the graduates of the TVET system suffer from shortage of reliable knowledge, skills, and attitudes mainly due to a training program that lacks quality and relevance as stated earlier due to numerous bottlenecks.

2.6 Institutional Factors that Affect TVET Training

There are many factors that affect TVET training. These can be broadly categorized into two. They are institutional factors and non-institutional factors. Institutional factors relate to all those factors like human resource, facilities, materials, services, etc which are associated with the institution. Non-institutional factors, on the other hand, are those factors like family background, health, diet, etc. that affect the training process. In this study, only the institutional factors are included and are mentioned as follows.

2.6.1 Human Resource Related Factors

These factors are directly related to the human population within the institutions. The following sections try to reveal how the human resource factors play roles in the training process.

2.6.1.1. Human Resource Development for TVET Management

As stated in the Ethiopian TVET strategy (2008:39) Apart from building the competence of TVET teachers/instructors, sufficient resources and efforts will be invested into human resource development activities among TVET administrative and management staff. This includes those stakeholders involved as council and board members at different levels in the governance of TVET too. Tailor-made training and/or awareness creation programs will be drawn up. Specific target groups for such human resource development include: Members of TVET councils at federal and state level Administrative staff and TVET executive bodies at federal, state, Zonal and Woreda levels, facilitators of occupational standard setting and assessment item development, assessors in the occupational assessment system, heads of TVET institutions, members of TVET institution Management Boards.

In Regional level things which are listed above are similar with the Federal TVET policies and strategies. But there are some points which are not practically applicable. These are like: Hiring is done in Regional TVET bureau but not in TVET institutes. This indicated that we can say that decentralization is not fully applicable.

Therefore, in order to solve shortage of trainers there must be zonal TVET departments like general education. And also there are no clear guidelines to retire employees because most TVET institutions are new. For example Selam TVET institute among these TVET institution in the capital. In addition to this there must be assigned quality assurance process Coordinators to follow quality training in these TVET institutions to

have practical application as stated in the policy (MoE, 2008:38).

2.6.1.2 Management of Technical and Vocational Education and Training

In order for vocational education to be carried out properly, one of the preconditions that need to be fulfilled is the existence of efficient management, especially human resource management. Williams (2006:203-204) states that people need to be managed in the same way as equipment, materials, and information are managed. However, people are unique and special resource and managing them is not simply a control process. Managing people is a challenging task. To this end, Cheatle explains as follows:

> *Above all else, of course, managing people is a dynamic, endlessly changing, complex, and som a downright frustrating business (Cheatle,2001:1).*

If technical education at all levels is to function efficiently and if there is to be a constant attention given to ensuring the quality of instruction, highly competent administrators and supervisory personnel are a prime condition. Although both administrators and supervisors should be drawn from the ranks of experienced teachers, the knowledge and talents needed for performing their tasks are different. In-service courses on the post-graduate level for teachers of proven ability are an excellent way of preparing these directors. Also, just as in-service training of various types-particularly the conference or seminar-serve to bring teachers together for discussion of common problems and mutual stimulation, so these types of courses may serve the same function for administrators and supervisors. In addition to a thorough knowledge of the teaching profession, the administrator needs a certain breadth of vision as well as knowledge of handling certain problems of administration.

He will be dealing with teachers in a number of different specialties (UNESCO, 1973:175-176).Trainers are one group of the human resources available in TVET institutions. These have to be properly managed in order to let them contribute their best. According to a report by UNESCO (1994:31), teachers at all levels of education require regular opportunities for further study, for both personal and professional growth so that they can maintain their commitment and motivation, update knowledge and skills, be exposed to new curricula and teaching materials, and have access to a reorientation program if they wish to move into different field of teaching.

Teachers have to be treated as individuals. Regarding this, Anderson writes:

> *Teachers are repeatedly told to treat their students as individuals However, all teachers typically are given this advice in exactly same way. That is, we consistently fail to recognize individual differences among teachers even as we admonish them to adjust their teaching to individual differences among students (Anderson,1991:91).*

Efficient management can perform the above stated activities and retain TVET trainers in its respective institution. The issue of supervision is worth mentioning here. Good supervisors are those who know what they are doing and are committed to getting a job done, yet are friendly and pleasant to work with employees.

Generally, supportive school leaders are cognizant of the influence of their leadership style and the professional culture they create in their schools; they know that they have an important role to play in the evolution of models of good practice in teacher attention.

Capitalizing this point, Coe (1973:77) stresses that a quality program is administered and supervised by personnel who are educated and experienced in vocational education, who understand the needs of pupils and the needs of business and industry, and who are able to work effectively with employers, labor, other school officials, and employment and social agencies. Some of the present problems in vocational education have been created by well meaning people who lack sufficient experience in vocational education to develop and maintain quality programs. There is real danger when such persons also have the power and authority to make far-reaching decisions.

Any system of vocational and technical education requires some form of inspection or supervision to ensure that the quality of teaching is as high as possible, and that it conforms to national standards. Provision for some type of supervision should then be an integral part of planning in vocational and technical education, as evidenced by the ILO Recommendation on the subject: 'The teaching staff of training institutions should be regularly inspected or supervised by the competent authorities with a view to assisting them in their work and improving the instruction given.'

The supervisor or inspector performs a number of duties. He must ensure that teachers and administrators are performing their functions properly. But his most important function is one of guidance: he/she should be much more than simply an educational watchdog (UNESCO, 1973:180-181).

The management is expected to establish productive school-community relations. Altering the form and functions of the school is the responsibility of the society (Landers and Myers, 1977:340). They continue:

> *The school doesn't exist in a vacuum. It is a social institution-an agency by which a desirable social need may be met-and therefore is a means to an end, not the end in itself (Landers and Myers, 1977:340).*

An administrator should not only be good in the process of implementing the school curriculum and utilizing the school finance effectively, but also he or she has to be excellent in communicating with the school board, concerned tax payers' group, or the staff (Bagin and Gallagher, 2001:1).

Finch and Crunkilton (1979:11) express the importance of school-community relations for vocational education. Vocational education is charged with the responsibility of maintaining strong ties with a variety of agriculture, business, and industry-related areas. In fact, strong school-community partnerships exist in many locales. Since there are a number of potential "Customers" in the community, who are interested in products (graduates), the curriculum must be responsive to community needs. Employers in the community are, likewise, obligated to indicate what their needs are and to assist the school in meeting these needs. This assistance might consist of employers serving on curriculum advisory committees, donating equipment and materials to the schools, or providing workstations in the community for students enrolled in cooperative vocational education. Whatever relationship exists between the vocational curriculum and the community, it should be recognized that strong school community partnerships might often be equated with curriculum quality and success.

In this section, it has been emphasized that the management of TVET can influence the productivity of the inputs of training including human resources. The management should be well equipped with both how training should go on and how people should be treated if the maximum benefit is to be obtained. In addition, the importance of establishing close and positive relationships by the management with the nearby community has been given due attention

2.6.1.3 Interpersonal Relationships

Management is about getting the best out of people to achieve objectives. Managers are judged by the performance of their teams. Therefore, the manager needs to focus on the interpersonal relationships within the team. Mullins as cited in Williams explains it as follows

> *Harmonious working relationships and good team work help make for a high level of staff morale and work performance (Williams, 2006:18).*

Thus, in order for all the group members to form good working relationship, the manager has to form good relationships with his/her team members and colleagues and encourage the development of productive working relationships. This means valuing each individual within the team, behaving appropriately, showing respect, recognizing and acknowledging contributions from individuals and the team as a whole. A climate of openness and trust will help to foster good working relationships and strengthen the team abilities through cooperation and mutual support. The manager can do this through regular open communication with the team, encouraging individual development, involving everyone in decisions as appropriate. The capacity to form good relationships is dependent upon the effectiveness of an individual's interpersonal skills.

Being aware of what is involved and striving to refine and improve these skills can only bring benefit to the manager, the team, and the organization as a whole (Williams, 2006:118-119).

The existence of good interpersonal relationships leads to high level of employee motivation ultimately resulting in higher productivity. From among the techniques that enable managers to establish good interpersonal relationships within their teams, participation and communication are worth mentioning.

Communication is extremely important factor in the workplace. If employees feel comfortable with their employer, it not only creates a good atmosphere to work in, but also it facilitates the flow of ideas and information. If an employee is having a problem, a communicative manager is more apt to know about it. Communicating involves listening attentively, and counseling as what the right course of action may be. Communication can come in many forms. Some companies choose to have meetings, and if done right, meetings can be a great place for interoffice communication (Noe et al, 2000:401).

This part of the literature review was directly related to the task of management. For better interpersonal relationships to prevail in a training institution, the management has to take the lion's share. Work might be accomplished in the absence of good interpersonal relationships Nevertheless, this cannot be satisfactory and sustainable. It is common knowledge that people perform better when they are treated in a friendly manner. There should be effective communication and problems that may arise in the course of discharging responsibilities have to be solved on the spot by way of open communication.

2.6.1.4 Training Staff

One of the important principles used to define the quality of a TVET program is related to the preparation of adequately trained teachers and other professionals who shoulder the responsibility of preparing students with quality marketable skills for the dynamically changing world of work. According to this principle, quality TVET programs are distinguished by having a highly trained, experienced, technically competent, and enthusiastic staff including the coordinators, teachers, counselors, and all others who assist them in the instructional process (Strong, Wenrich in Antonios, 2006:38).

Teachers, coordinators, and counselors of quality TVET programs are expected to be masters at their works, thoroughly skilled in every phase of their occupation, and well-informed regarding all technical matters relating to their practices. They have to be able to teach and orient not only the skills and information of the occupation, but also should guide, advise, and stimulate the learners.

Atchoarena and Delluc (2002:62) discuss that trainers/teachers play a crucial role in the supply of high-quality technical and vocational education. In this sector, instructors need firsthand industrial experience. In most cases, however, they have little or no contact with the work place or with new technologies. Thus, they rarely have the possibility of updating their stock of knowledge. Some countries have taken measures to make teachers aware of the new technologies and the new skills, which will be required of pupils when they enter the labor market.

UNESCO (1997:71-72) on its part emphasizes that the successful implementation of TVET programs very much depends on the availability of well-trained and experienced TVE teachers. A major constraint in the vocationalization of curricula in Africa has been due to the lack of such personnel. In several areas, due to low pay, it has not been possible to attract the right teachers to these areas as most qualified TVE professionals often opt for deployment in enterprises or self-employment where incomes are more attractive. Once recruited, TVE trainers should be offered opportunities to advance in pursuit of higher education and training and to periodically take re-training either through enterprises or in specialized institutions to keep current in their disciplines.

The quality of technical and vocational education depends in part on the efforts made by governments and TVE institutions to obtain well-trained teaching staff. With connection to the issue of quality TVET, Coe (1973:78) demands teachers to be masters in their occupation and

complete teacher-training programs where they learn how to impart their knowledge and skills to students.

Boe and Gilford in Zenebe and Wossenu (1999:17) have defined five components of teach equality. These are teacher qualification (such as certification in degree or diploma), tested ability (pass scores in the aptitude/entrance tests offered at teacher preparation institutions), demographic matching of teachers and students (i.e., representative diversity in race/ethnicity, gender and age that is relevant in classroom interaction), teacher professionalism (activities for teachers that enhance the attractiveness of the profession), if for instance, teachers are placed in key decision making roles as in programs involving merit pay, career ladder, and/or peer evaluation, it is assumed that they typically entail enhanced professional responsibility and ultimately job satisfaction, and classroom teaching practice (excellence in delivery of subjects). Skilled teaching has a strong positive impact on pupil achievement. Saylor and Alexander(1954:111) stress that teachers may play the parents' roles in providing affection, security, and status. By doing so, they can avoid the aggravation of estrangement. Based on a recent study in Pakistan, UNESCO (1998:33) explains that investments in improving the teacher' teaching methods and the exposure of the students to teachers is far more advantageous than any other activities like improving physical infrastructure. Students achieve better results when experienced, well prepared, and hard-working teachers teach them (Caillods and Postlethwaite, 1995:16).

Melaku (2000:15) discusses that educational systems are always expected to maintain an improve the effectiveness and efficiency of their staff members. It should be noted that significant improvement of education could not be accomplished without adequate effort at the in-service training of staff personnel; especially teachers. The staff is the heart of the operation of schools. Money, materials, time, space, facilities, and curricula-all of these are important, too. But initially, in process, and ultimately, the ability of the staff is crucial.

One of the most effective ways to bring about curriculum changes, teaching improvement and the professional growth of teachers is through well-organized in-service training of teachers.

In-service training programs to teachers should include activities that are likely to develop teachers' skills in teaching and in the use of diversified and modern teaching technologies that can encourage teachers to adopt various modern methods of evaluating student performance, that are aimed at increasing teachers' skills or knowledge in their teaching subjects, that would enable teachers to work as a team in solving instructional problems which are of common concern to all staff, that would involve teachers in contributing to the development of the

educational objectives of the school system, and that would develop an understanding in teachers of the function of education in society, and its relationship to social, economic, and governmental structures.

Besides, skills and competencies necessary to meet the challenges of TVET teacher training will not be achieved through the traditional forms of TVET teacher-training curriculum and delivery and its systems. A multi-dimensional approach is necessary to meet the objectives. These will include, according to UNESCO (1997:39), pre-service and continuing teacher education through formal and open learning systems; more broad-based and flexible teacher training curriculum replacing skill-specific training programs; integration of training and education in cooperation with industries and private sectors; life-long flexible learning to enable the teachers to meet the demands of higher and varied demands of the teaching job; knowledge and skills of using new technologies of training and education including the computers; development of multi-lingual and communication skills; and increased emphasis on development of work ethics, teamwork, human values, and other non-technical competencies like leadership, time management, environmental awareness, etc.

The way instruction is carried out influences the training process. Generally, it is believed that teachers should use the appropriate training method for a given content. The success of a TVET program largely depends on the competence of its teachers to select and use the right instructional methodology for the teaching of a particular skill. As most educators agree, there is no unique and best teaching method for the instruction of all types of objectives in varied practical circumstances.

In this regard the method which may be considered the best for one teacher in a certain situation, for a particular skill may not be the best for others in different circumstances. However, most educators agree that TVET instruction becomes more successful when it is carried out in a student-centered mastery learning approach by emphasizing on the students performing practical activities.

Nevertheless, according to UNESCO (2002:7), there are still world shortages of teachers, still large numbers of unqualified teachers and still many who need further professional education and training as they work. In much of the South and especially in sub-Saharan Africa and South Asia, problems of teacher supply threaten the attainment of the education targets. Even where there are enough teachers, too many of them are untrained or undertrained, and the quality of training is often itself inadequate.

Good vocational training requires instructors who have technical and pedagogical skills as well as industrial work experience. Such instructors are expensive to train or attract to the teaching profession. Without qualified teachers, training programs could not be effective (Wanna, 1998:61).

In this part, it has been tried to emphasize that the availability of other resources is unless there are well-trained and motivated training staff, especially trainers. Moreover, the current state of trainers and other training staff has been examined. It is important to carry out tasks that enable trainers to keep abreast of new technological developments and new methods of teaching/training. There are many ways of enhancing trainers' skills, knowledge, and attitudes. One of them is a well-organized and well-thought in-service teacher/trainer training.

2.6.1.5 Guidance and Counseling Services

There are many services recommended to be made available to students of school systems. However, guidance and counseling service may constitute the only student personnel services offered in many of our schools. This service is more typically found in secondary schools. The basic purposes of guidance and counseling program are to assist students to understand themselves, and to realize their potentialities more fully. In order to achieve these objectives, the program should provide to the student a set of services. The guidance and counseling program offers a set of services designed to help students understand themselves (appraisal), as well as their immediate and future environment (orientation, educational and occupational information), and to reach decisions which will fully utilize their present and future capabilities (individual and group guidance and counseling). In addition, a good guidance and counseling program provides assistance to those students seeking a job or a college which will be appropriate for them (placement), and checks with them periodically after they have left school to ascertain the effectiveness of the school's assistance to them and their need for further help (follow-up) (Melaku, 2000:25-26).

Guidance can involve all types of life situation-personal, social, religious, and occupational .Guidance is, in general, a set of services or programs, which aids people to solve their problems. The guidance program is based on analysis of the individual needs; the provision of information; counseling; placement of educational, job, and social; consultation; follow up; and research and evaluation (Abosetugne, 2000:26).

Melaku (2000:26) goes on to write that both teachers and school counselors have the responsibility to play roles in the guidance and counseling program. More specifically, he mentions that the school counselor shows concern for and assists the planning of the student's

educational, career, personal, and social development; aids the student in self-evaluation ,self understanding, and self-direction, enabling him to make decisions consistent with his immediate and long-term goals; encourages the student to participate in appropriate school activities with a view toward increasing his effectiveness in personal and social activities; encourages the student to plan and utilize leisure time activities and to increase his personal satisfaction; assists in the student's adjustment to school and evaluates his academic progress; assists the student in understanding his strengths, weaknesses, interests, values, potentialities, and limitations. But some trainees are assigned to fields of training that are not of their interest as they are not given the chance to choose the field of study. Assigning TVET trainees to fields of study without their choice may lead to the development of negative attitude towards their field of study (Desta, 2008:71-73).

Guidance should not be provided on a haphazard manner. Guidance has basic principles.

According to Pecku in Abosetugne (2000:28), the basic principles of guidance are: guidance is for all students; guidance is a program for all ages; guidance must be considered with all areas of the student's growth and development; guidance is based upon recognition of the dignity and worth of the individual; school guidance program must be relevant to student needs and characteristics; guidance should strive for cooperation and not compulsion; and guidance is a cooperative service involving different groups of people.

Seleshi (2000:18) discusses that the Ministry of Education could not assign counselors to schools, especially in remote areas due to shortage of work force. In such schools, teachers having less teaching load were selected and assigned as counselors. But because these had no any training in guidance and counseling courses, the services these individuals used to given were not satisfactory. Even in those schools where counselors were assigned, there was a difference in terms of the services provided. Some of them were with a background in psychology and the others had sociology and social anthropology. Those who had taken psychology courses had better performance in their jobs.

In addition to guidance and counseling, the school is expected to provide health service. With regard to this, Melaku (2000:26-27) explains that the importance of health services has long been recognized in education, but the implementation of the program to that end has frequently been limited. The primary function of school health services is to assess and diagnose the health status of students in a school, and to work with teachers, parents, school administrators, and others to promote better student health habits and practices. School

administrators and teachers need to recognize that the condition of a student's health affects his educational motivation and performance in school. Co-curricular activities should also be managed in the school. Some of the objectives of co-curricular programs are to help all students learn how to use their leisure time more wisely, increase and use constructively whatever unique talents and skills they possess, develop new vocational and recreational interests and skills; and develop a positive attitude toward the value of these activities, increase their knowledge of and skills in functioning as a leader.

This section discussed the services thought to be available in schools. These comprise of such services as guidance and counseling, health, and co-curricular activities. Most importantly, it stressed guidance and counseling. Under this topic, the roles of the school counselor, the basic principles of guidance, and other related issues were treated. The condition of assignment and the types of professionals assigned in the Ethiopian high schools were also raised.

2.6.2 Non-Human Resource Factors Affecting TVET Training

2.6.2.1 Contents of the Curricula

A desirable curriculum is one that reflects a consistent cultural point of view & attempts to achieve a mutual adjustment of cultural elements in terms of a common orientation. An undesirable curriculum, on the other hand, is one that accelerates the maladjustment of cultural elements by stressing those traditional ideas, knowledge, sentiments, and skills no longer relevant to social realities (Smith et al, 1957:12-13).

The relationship between the curriculum and the society is seen in a perspective which emphasizes that the curriculum is always in every society, a reflection of what the people think, feel, believe, and do; the curriculum needs to reflect and be based on the activities, problems, and future aspirations of the society; curriculum reflects the ideas, knowledge, and skills that are related to the common activities of the members of society; and curriculum of the school is established to serve the purposes of society (Derebssa, 1999:70).

The ultimate success of a vocational and technical curriculum, as Finch and Crunkilton (1979:10) put it, is not measured merely through student educational achievement but through the results of that achievement- results that take the form of performance in the work world.

Thus, the vocational and technical curriculum is oriented toward process (experiences and activities within the school setting) and product (effects of these experiences and activities on former students).

A curriculum should be considered as encompassing general (academic) education as well as vocational and technical education. Realistically, the curriculum includes work and

experiences associated with preparation for life and for earning a living. This more global definition of curriculum enables us to consider not only what might be offered in vocational and technical education, but how those learning activities and experiences should relate to the student's more general studies (Finch and Crunkilton, 1989:10).

Through out vocational education, the word 'flexibility' has crept into the jargon: flexible learning, flexible access, flexible assessment, flexible colleges, and flexible management. The concept of flexibility of curriculum delivery is clearly implicit in the notion of a learning program. Flexibility is intrinsic to the design of modular structures and flexibility is also an aspect of access, in that the student is offered many entry points to study and accreditation in the movement away from the traditional academic year (Nasta, 1994:44-45).

MoE explains the idea of flexibility as follows:

> *To respond to the changing occupational requirements and to accommodate the different demand of the various target groups, the TVET system will allow and encourage flexibility and dynamic development of the TVET offers. This applies to the organization and delivery of TVET programs as well as to the way in which people can pursue their individual occupational careers (MoE, 2008:14).*

One of the basic characteristics of the vocational and technical curriculum is its responsiveness to technological changes. Many years ago, programs that prepared people for work were quite stable. Typically, the skills and knowledge developed in an apprentice program would be useful for the rest of one's productive life. Today, however, the situation is quite different. More recently, the integration of technological concepts into our everyday life, have had a profound impact on vocational and technical education curricula. The contemporary vocational curriculum is responsive to a constantly changing world of work

New developments in the field are incorporated into the curriculum so that graduates can compete for jobs, and once they have jobs, achieve their greatest potential (Finch and Crunkilton, 1979:12).

The organization of quality TVET curricula always considers the needs of all its stakeholders. It incorporates the needs of students, because they are the primary beneficiaries of the programs; the needs of private enterprises, because they are the ones that employ the products of these programs; and the needs of the society and the state, because they are responsible for the socio-economic well-being of the youth (Mansfield & Mitchel, Wanna, & Wenrich in Antonios, 2006:36).

When we come to our case, the 1994 Education and Training Policy of the FDRE has mentioned such points as producing citizens who stand for equality, justice, and democracy; harmonize theory & practice; integrate national and regional realities; maintain the level of international education standards; and reflect the principles of equality of nations, nationalities, and gender (MoE, 2002:29).

The design of quality TVET curricula involves modularization that emphasizes the specification of particular knowledge and skills, and their application to the standards of performance required in the work place. In practice, the issue of designing TVET curriculum is overwhelmed by various problems. Skills being developed in training programs must correspond with those needed in the labor market. Curricula used for training in schools must be based on occupational or job analysis. An ILO report in Wanna (1998:62) mentions that lack of relevance in formal training includes needs assessment which is inadequate or based on incorrect assumptions about labor market opportunities; a lack of communication between training institutions and potential skill users; a narrow view of training and its role in development; an undue reliance on foreign training models and standards; an inability or unwillingness of institutions or their staff to adapt to changing needs and circumstances; wrong reasons for training, such as "Keeping the kids of the street"; and inadequate feedback mechanism.

Moreover, as is stated in UNESCO (1997:73), current TVE curricula are still too foreign oriented and in the majority of cases outdated because they are based on old trades most of which are now non-existent in the Western countries. There is a need, therefore, for innovations in TVE curricula to make them more relevant to the changing needs of modern African work environments.

In short, a curriculum is expected to reflect the needs and beliefs of the society. A school curriculum needs to encompass academic as well as vocational contents. Besides, it is important to involve all stakeholders in the process of curriculum preparation. However, what is in practice is not exactly this way. There are such problems like lack of communication between training institutions and potential users of the graduates.

2.6.2.2 Organization of Training Facilities

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial, and service delivery elements. Physical learning environments or the places, in which formal learning occurs, range from relatively modern

and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure.

The quality of any TVET program is largely dependent upon the degree of the organization of its training facilities. They are characterized by the presence of adequate, well planned, and properly equipped physical facilities, which are very much similar in nature and operation to the facilities in the actual working places (Coe, 1973:78).

TGE (1994:5) elaborates that due attention is given to the provision and appropriate usage of educational facility, technology, materials, environment, organization and management to strengthen the teaching-learning process and the expansion of education.

Physical facilities are important for the proper functioning of training institutions. A functional as well as pleasant working environment may contribute a great deal to training. Thus, considerable thought should go into the planning and construction of physical facilities in order to create the appropriate environment. Among the important elements of these facilities are lecture rooms with good lighting and acoustics; classrooms designed for the particular function they will serve; small rooms for study groups and seminar work; space for individual work, e.g. study cubicle, best placed in library; well-organized library facilities conducive to individual research work and study; conference room; staff rooms; and of course, well-planned and equipped workshop facilities.

The creation of appropriate physical facilities is not just a matter of providing the necessary funds and materials. They should be planned and designed by experienced specialized architects in conjunction with teacher educators in order to best serve the education process (UNESCO, 1973:199).

It has been seen, in this section, that training facilities have to be created and organized by bringing together individuals with the best knowledge about them. The effect of training facilities on the achievement of the trainees is not measurable. Making the facilities conducive for learning/ training may result in better training and competence of graduates.

2.6.2.3 Instructional Materials

According to Amare (1999:53-54), instructional materials relate to all forms of materials with which students and teachers interact for the purpose of learning and teaching. They are the instruments with which a teacher teaches and from which students learn. No one disputes the role and function of instructional materials in enhancing the quality of education.

The traditional method of learning which mainly relies on the experience of listening and

reading limits the development of other experiences, which in turn, are instrumental to further learning.

Still Dale in Amare (1999:55) has provided a comprehensive listing of the pedagogical uses of instructional materials. Some of them are facilitating active learning; encouraging creative thinking; effecting student skill development; overcoming the limitations of time and space; concretizing abstract experiences; creating the access to invisible realities; teaching and entertaining; relating theory with practice; making learning more functional by increasing retention; assisting learning of a method of learning; and encouraging responsibility.

In spite of the high importance attached to instructional materials, they are not accessible to the TVET institutions. Regarding this, UNESCO (1997:12) explains that many institutions suffer from insufficient resources to purchase the complex and expensive equipment needed for their workshops and laboratories. Thus, a close liaison with employing institutions in the world of work needs to be established so that effective on-the-job programs for students may be worked out cooperatively between the education institution and the employing enterprise.

This section tried to give a brief explanation about instructional materials. Lack of or inadequacy of training materials hampers the normal learning/training process. It is impossible to expect competent graduates from training institutions that suffer from the inadequacy or lack of training materials. The graduates would not be competent in the world of work. Therefore, it is important to furnish, as much as possible, the institutions with training materials for better achievement of the trainees.

2.6.2.4 Cooperative Training

Cooperative training system in Ethiopia is derived from the "dual training system" of Germany and refers to mode of training delivery of technical and vocational education and training that combines training in enterprise and institution based on a training plan collaboratively designed and implemented by industries and respective TVET institutions. Under this system, the industries/companies and the TVET institutions share the responsibility of providing the trainee with the best possible job qualifications, the former essentially through practical training and the latter by securing an adequate level of specific, general and occupation-related basic competency. The word "cooperative" refers to the two parties providing training: the concept "system" means that the two parties do not operate independently of one another, but rather coordinate their efforts. The guiding principle is that as all parties involved, namely: the industry, the trainees and TVET institutions will gain immediate and long-lasting benefit; they will choose it (MoE, 2010:6).

This cooperative training, as stated above, is a new phenomenon in the Ethiopian TVET System. In cooperative training, the trainees are expected to spend a certain part of their time in the training institute and most of the time in an enterprise that undertakes tasks related to their occupational training. It is believed that this type of cooperation benefits both the training institution and the enterprise leaving aside the advantages the government and the trainees derive from it.

Poupard et al in Atchoarena and Delluc (2002:58) state that for the improvement of technical education and vocational training, systems systematically refer to the need to forge closer links between training and the labor market. This search for a better match between jobs and training is based on a two-horned problem:

- The labor market today is often considered to be characterized by the acute shortage of skilled labor, as reported by many employers. Paradoxically, many economies suffer, at the same time, from rising unemployment, particularly among the young people leaving the education system, as reflected in graduate employment rates.
- The pace of technological change requires workers to have new qualifications in order to perform the tasks required in modern jobs and thus to raise competitiveness.

Cooperation between technical schools and enterprises can come in several forms, ranging from sandwich training to collaboration in research and development (Atchoarena and Delluc,2002:59).

Although there are a few, but significant, exceptions-e.g. Botswana, South Africa, Zimbabwe most African countries have very little experience with dual forms of training in technical and vocational education. Hence, several countries, such as Côte d'Ivore, Kenya, and Congo, are developing this form of cooperation with business in order to work towards a closer match between the supply and the demand for training.

Though dual training appears to be an effective means of familiarizing trainees very early with the conditions of the work environment, there are many difficulties in applying this system in the countries of sub-Saharan Africa. One of the reasons for this is it requires first and foremost that enterprises be willing to provide training and consider it as a long-term investment in human resource development. If such training is to give young people a true immersion experience in the company, careful organization of in-firm practical training and supervision of trainees is also required. These conditions, not always met in developed countries, are hardly satisfied in most of sub-Saharan Africa.

Cooperative training is expected to play its role in improving the quality of the current Ethiopian TVET system. Any enterprise who can provide a working place to trainees, machines for training, tools, consumables, materials and which can also assign a training coordinator/ supervisor can be a cooperative training partner. As far as occupational activities of the enterprises, in one way or another, if the activities of an enterprise have similarity with occupational training, any enterprise, large or small, can take part in cooperative training (MoE, 2010:6).

Those parties who participate in cooperative training are given each their responsibilities. The enterprise, the TVET institution, the trainer, and the trainee are all responsible for the proper execution of cooperative training. Besides responsibilities, each participant benefits from the process. The following are among the points described in the Cooperative Training Handbook.

- Enterprises get competent workforce shaped according to their demand and will be assured of the long-term availability of qualified staff in the labor market. Also they can get new technologies transferred through the trainers and trainees from training institutions.
- Trainees are more motivated to study, and they learn more easily, since they are aware of what they are training for and how they will apply competency concepts in their practical work.
- As the practical training shall take place at the enterprises' venue, training providers save resources to be spent for purchasing training materials/inputs, environment, and reduce training material need in the training institutions. In addition, the training staff will get exposure to real world of work environment through the interaction with enterprises (MoE, 2010:6).

To make the enterprises and other business organizations cooperate with the TVET institutions, they have to be involved in planning, developing the objectives and strategies, etc. of the system. In Ethiopia, despite the due emphasis given to technical and vocational system by the government, the participation of enterprises in cooperative training programs is still very low. A study conducted by Wanna (1998:61) has come up with the conclusion that though there are some efforts by such TVET institutions as the Addis Ababa Technical School, Entoto Vocational/Technical School, and General Wingate School to create links with enterprises, the status of the other

institutions is not well documented. It should be indicated that job placement of vocational/ technical program graduates is one of the indicators of effective training system.

In order to keep current with the state of the art practice, there is a need for collaboration between TVE institutions and enterprises to enable students gain skills and to enable teachers to retool in their own occupations. In this relationship, tangible benefits accrue to both educational institution and the informal/formal sector (UNESCO, 1997:73-74). Here, it has been tried to explain what cooperative training is, the participants in the program, and the benefits derived from the program by each participant. The source and the way cooperative training is expected to be put into practice and the condition of cooperative training, including the major problems being faced, in Ethiopia have been discussed.

The literature review part of the research has tried to further emphasize the objectives of TVET, mention some of the major institutional factors (both human resource-related and non human resource-related) that influence the training of TVET students. The human resource related factors included TVET management, interpersonal relationships, training staff, and guidance and counseling services. The non-human resource-related factors, on the other hand, comprised of such things as curriculum content, school facilities, instructional materials, and cooperative training. The recent developments in TVET in Africa, particularly Ethiopia has been to some extent raised here and there throughout the chapter.

It is in this sense that the researcher tried to assess the performance of Selam TVET College in Capacity Building with in its units in Addis Ababa by finding proper answers to the basic questions raised at the end of the statement of the problem.

CHAPTER THREE

3. Research Methodology and Procedure

3.1. Research Design:

A descriptive method is employed with the intention of getting the general picture of performance of vocational education by Selam TVET College to produce middle level skilled manpower in Addis Ababa. The method was selected because it produces data that is representative and also helps the researcher to describe the situation as it is at a particular moment (Krishna swami & Ranganatam, 2007). Descriptive research involves a clearly defined problem and definite objectives (Best and Kahn 1989:18). It was selected to survey a sample number of respondents who were involving in one way or the other in the training college.

Similarly, Koul (2008:34) stated that descriptive requires expert and imaginative planning, careful analysis, and interpretation of the collected data; logical and skillful reporting of the research results with the existing condition can be compared. Thus, this method is also selected in order to assess the aspects of skills training in line with their need by taking into account performance of Selam TVET College to capacity building in Addis Ababa.

3.1.1. Sources of Data

Both primary and secondary sources were used to generate data needed for the study. Primary sources of data were Selam officials, College dean, vice deans, instructors and trainees. Policy documents, yearly magazines and broachers were used as secondary sources.

3.1.2. Samples and Sampling Techniques

Sixty out of a total population of 450 have been systematically selected on the basis of stratified sampling as sample population in both offices. Of which 75% were chosen from the education office holding the training, production and management bodies where as the rest 25% were chosen from Selam Children's Village. Because most of the sampled respondents were believed to offer most genuine and accurate data which would be relevant and appropriate for the study. Moreover, the respondents of the college outnumber in the area of specialization in terms of education and training which might be sufficient enough to respond confidently. The sample size of each target population was determined according to Best and Kahn's idea which states "the ideal sample size of a target population is large enough to serve as an adequate representative and small enough to be selected economically in terms of both time and complexity of analysis "(Best and Kahn, 1989:16).

3.2. Instruments of Data Collection

The instruments used to gather data were questionnaires, interview, and document analysis. Focus group discussion was also applied to get genuine fact in supporting interview. This was conducted by having clue to the selected respondents with clear description of its purpose before the discussion was held. With respect to this, Creswell (2003: 62) stated that employing multiple data collection instruments helps the researcher to combine, strengthen and amend some of the inadequacies and for triangulation of the data. Accordingly, questionnaires were used as the main data gathering instruments where as interview, and document analysis were used to enrich the data obtained through questionnaires. Focus Group Discussion was held between three trainers and two graduate trainees in order to complement the data obtained from the interview and make the study resource full.

3.2.1. Questionnaire: Questionnaires were used to collect relevant and first hand information from instructors and training staff. Questionnaires were prepared for

instructors and training staff in English language for English is used as a medium of instruction and both have the educational level and exposure to understand the questions and respond at ease. The researcher employed questionnaire as the main data gathering instrument because it has been found simpler for respondents to answer within a short period of time (Koul, 2008: 146). Besides, it allows them respond to questions anonymously and enables the researcher use a larger size of representative samples as sources of data.

3.2.2. Interview: semi-structured interview was conducted with Selam officials, ETM manager, College dean and vice dean of the sampled TVET College to enrich the data obtained through

No	Respondents		Population						Sample						Total
			Trainees	%	Trai-Ners	%	Mana-gement Bodies	%	Trainees	%	Trai-ners	%	Mana-gement Bodies	%	
	Selam-TVET College	Training	250	68	20	40	14	46	14	23	7	12	8	13	75
		Production	100	27	16	32	6	20	7	13	5	8	4	6	
	Selam Children's Village	SCV1	10	2.5	7	14	5	17	6	10	2	3	2	3	25
		SCV2	10	2.5	7	14	5	17	3	5	1	2	1	2	
	Total		370		50		30		30		15		15		

Table: 1 Samples of the Study

document analysis and questionnaire. The reason why semi-structured interview is used is that it is more advantageous to get more and deeper information about the performance of training. It is advisable to use semi-structured interview because the

procedure to be used is not standardized and is not determined in advance of the interview (Koul, 2008:176).

3.2.2.1. Focus Group Discussion: Focus Group Discussion (FGD) was also made with three trainers and two graduate trainees to get genuine information in triangulating the facts from the interview.

3.2.3. Document Analysis:

Document analysis was also used to gather necessary information about performance of training and to strengthen the data obtained through questionnaire and interview. Therefore, TVET documents, journals, yearly magazines, broachers, articles, and statistical annual abstract reports were examined. With respect to this, Best and Kahn (1989:25) stated that document analyses are important and relevant sources of data and useful in yielding information and exploring educational practice

3.2.4. Procedure of Data Analysis

The data obtained through questionnaires which are liable to quantitative analysis were analyzed using frequency count and percentage followed by discussion of the most important points. The data gathered through questionnaire, interview, and document investigation were analyzed quantitatively. According to Kumar (1996: 81), percentages play a more important role when two or more responses of samples are being compared. The implications of the results have been discussed. Accordingly, conclusions are drawn being followed by recommendations.

3.2.5. Try out Instruments

The prepared instruments were piloted in two selected departments and MR of the College in Selam Children's Village. The Purpose of piloting was to examine the quality or the appropriateness of prepared instruments. Therefore, the clarity of the items to the respondents and the adequacy of time to respond the items were evaluated. Besides, the questionnaire items commented by the research advisor have been grammatically

corrected. Based on the pilot results, questionnaires which hade 36 items were minimized into 26 items and improved.

3.2.6. Data Collection Periods

The data was collected from Selam David Roeschli TVET College and Samples of Selam Village main office and its units. In the units more than a week days were used to distribute instruments and collect the necessary information. The first day of the week was used to introduce the purpose of the study to the respondents. Two days of the week were used to inspect various documents related to the study with collaborations of the concerned personnel of the institute and distribution of questionnaires to concerned subjects. Two of the week days were used to make interview with deans, vice deans, officials and staff members. One of the week days was also used to make focus group discussion with three trainers and two graduate trainees of the college concerning issues related to the study. In addition to gathering data from sample units, a day was used to collect data from the village offices. Even if instruments particularly questionnaires distributed to concerned subjects few were not collected and more than 96% have been collected. Accordingly, from the 60 questionnaires distributed to respondents, 58 (96.7%) have been returned.

CHAPTER FOUR

4. DATA PRESENTATION AND ANALYSIS

This Chapter deals with the description of the sample population, analysis and interpretation of the data gathered from sample management bodies (deans and department heads), trainers and trainees at Selam TVET College and its Units. The data obtained through questionnaires, interviews, document analysis and FGDs were analyzed and interpreted. Out of 60 questionnaires distributed to their categories of respondents, 58 (96.7%) were properly filled and returned. The responses of the questionnaire were almost positive to give information except a few respondents were not able to return on time and some could not fill may be because of time constraint to fill those questionnaire items. Besides, the interview was conducted to support basic items from questionnaire and the respondents were willing to respond according to the guiding interview questions keeping the ethical consideration live alone confidential issues behind. The purpose of the study was clearly explained to the respondents to make them confident enough in responding positively. To help the analysis justifiable for the study some documents were analyzed and focus group was discussed among some selected trainers and graduate trainees to narrow the gap that may arise as difference between the sample respondents of the study.

4.1. Characteristics of the Respondents

The following description of the characteristics of target population gives some basic information about the sample population involved in the study.

Table 2: The Personal Profile of Respondents

	Items	College Respondents				Village Respondents				Total	
		Management Bodies		Trainers		Management Bodies		Trainers			
		No	%	No	%	No	%	No	%	No	%
	Sex										
1	• Male	10	83.3	10	83.3	2	66.7	2	66.7	25	83.3
	• Female	2	16.7	2	16.7	1	33.3	1	33.3	5	16.7
	Total	12	100	12	100	3	100	3	100	**30**	**100**
2	**Age**										
	• 20-24	3	23.1	2	22.2	2	50	2	50	9	30
	• 25-29	6	46.2	4	44.43	1	25	1	25	12	40
	• Above 30	4	30.7	3	3.4	1	25	1	25	9	30
	Total	13	100	9	100	4	100	3	100	**30**	**100**
3	**Qualification**										
	• Diploma	1	12.5	12	75.0	1	33.3	2	66.7	16	53.3
	• BA/BSC/BED	6	75.0	2	12.5	1	33.3	1	33.3	10	33.3
	• MA/MSC	1	12.5	2	12.5	1	33.3	-	-	4	13.4
	Total	8	100	16	100	3	100	3	100	**30**	**100**
4	**Field of Study**										
	• Business Area	3	33.4	4	33.3	1	20	1	25	9	30
	• Industrial Area	4	44.4	5	41.7	2	40	1	25	12	40
	• Information	1	11.1	2	16.7	1	20	1	25	5	16.7
	Technology	1	11.1	1	6.3	1	20	1	25	4	13.3
	• Other Fields	9	100	12	100	5	100	4	100	**30**	**100**
	Total										
5	**Service Years**										
	• 0-4	2	25	3	27.3	1	20	1	16.7	7	23.3
	• 5-9	2	25	3	27.3	1	20	1	16.7	7	23.3
	• 10-14	2	25	3	27.3	2	40	2	33.3	9	30.1
	• Above 14	2	25	2	18.1	1	20	2	33.3	7	23.3
	• **Total**	8	100	11	100	5	100	6	100	**30**	**100**

As shown in table 2, out of 30 respondents 83.3% were males and 16.7% females. Particularly there are only two females as members of management bodies (department Heads). The possible reason behind this may be the society's perception that vocational Occupations are regarded as males' professions and there was no special motivation on the Process of hiring females in the College.

From the total of the respondents 40.0% fall in age ranges between 25 to 29. This indicates that less experienced trainers and management bodies are involved at the college in the region. Regarding the qualification, from the total of the respondents 53.3% are diploma holders. According to the new education and training policy, the minimum qualification requirement for trainers COC certification and for department heads of TVET at this level ought to be second degree (M.A/MSE). With regard to work experience of the trainers and management bodies, 31.1% of the sample populations have above five years service. This may show that most TVET trainers possess practical skills and experience. It should be noted here that the work experience of the TVET trainers is very important in the performance of trainers.

Relating to the field of studies 40.0% is qualified in industrial areas. As indicated in the TVET strategy, hard skill training programs (industry) are encouraged and should produce self employing and trained people. And in this the total respondents are qualified in Industrial area and the observation made in the Colleges especially in industrial area of Governmental TVET Colleges confirms that trainers were early hired in the College i.e. within five years. This shows that there had been less labor turnover in the Colleges and better number of experienced trainers in the industry area is a promising for giving proper training.

Moreover, having well experienced trainers will have the role of playing in producing competent entrepreneurs who can contribute considerably to the country Development Plan (PASDEP) to end poverty by producing middle level skilled manpower. At the same time trainees can achieve better performance in the training activities by getting the good practice of the trainers in or out side of the workshop where they get crucial exercise. Beyond this, experienced trainers can be the sources of attitudinal values which can not be simply obtained from the practical content. Those values could be fore instance, respect for elders, honesty, faithfulness and other exemplary attitudinal values (Haimanot, 2011:35).

4.2. The Organization and Management of Training Programs of the College

TVET institutions should be well organized internally with human and non-human resources to provide outcome based training. These includes facilities, instructional materials, curriculum, certified and qualified trainers and compliant with workplace requirements. It is the occupational area that guarantees quality training and is therefore well known by the community and industry. In addition, TVET institutions shall serve as centers of technology capability, accumulation and

transfer. They shall closely cooperate with the private sector in undertaking problem-solving research program (MOE, 2008:21).

This section deals with the resources available in the College, the college's internal organization and activities of technology transfer department in the College.

Table 3: Ways of Organizing and Managing Training Programs

No	Items	Responds					
		Management Bodies		Trainers		Trainees	
		No	%	No	%	No	%
1	**How Training Programs are Organized and Managed**						
	• Based on the old curriculum	5	33.3	4	25.0	9	30
	• Based on New Curriculum	8	53.3	9	60.0	15	50
	• Others	2	13.4	2	15.0	6	20
	Total	**15**	100	**15**	100	**30**	100
2	**The College does run its plan to implement the education and training effectively**						
	A. Yes	10	67.0	9	60	21	70
	B. No	5	33.0	6	40	9	30
	Total	**15**	100	**15**	100	**30**	100
3	**How the College manage time investment of training**						
	• Use 20% theory and 80% practice	4	27.0	5	33.3	9	30.0
	• Use 30% theory and 70% practice	5	32.5	8	53.3	11	36.7
	• Use 50% theory and 50% practice	4	27.0	1	6.7	6	20.0
	• Use other proportion of time	2	13.5	1	6.7	4	13.3
	Total	**15**	100	**15**	100	**30**	100
4	**The College works to organize and implement training programs to**						
	• Provide quality training followed by on-job training & assessment	6	40.0	5	33.3	13	43.3
	• Provide appropriate and intermediate technology products	5	33.0	4	26.7	9	30.0
	• Provide services that meet customers' needs and expectations	4	27.0	6	40.0	8	26.7
	Total	**15**	100	**15**	100	**30**	100
5	**The College manages to keep up the performance of training programs by**						
	• Using Centralized Management	6	40.0	8	53.3	14	46.7
	• Using Team Management	5	33.0	5	33.3	10	33.3
	• Using Decentralized Management	4	27.0	2	13.4	6	20.0
	Total	**15**	100	**15**	100	**30**	100

Table 3 of item number 1 depicts that 60% among the trainers and of 53.3% from the management followed by 50% of trainees have responded in away that the training programs are organized and managed based on new curriculum of Ethiopian TVET System. This shows that more of the trainers as professionals have better concepts on the new Ethiopian TVET System of implementing

Occupational Standards (OS) to be applied in the institutions. The OS is prepared by Professionals from the Ministry of Education. The TVET Sectors or Programs are vitalized as OS under which there shall be competencies. In each competency there shall be continual assessment by which trainees being approved as competent or not yet competent. If a trainee could not get a passing point of competency he/she shall have one or two chances of assessment by the trainer of the competency in the given OS. In brief this is a process of enabling the trainees to do until they become competent Professionals in the world of works either self business making or employed. After two chances if trainees are unable to fulfill the criteria kept for they shall stop and try another option which may fit their ability. In general the programs are organized from the government level and managed by the institution under close supervision of Ethiopian TVET Agency. As per indicated from item 2 of number two 70% of trainees and that of 67.0% from management side followed by 60% of trainers there is an agreement that the college runs its training programs effectively. This implies that the programs offered by the College are highly demanded by its users. Besides it is possible to say the college is relatively performing the programs to produce competent professionals that can help to the need of the country in the development plan as far as quality training is to be delivered. As it has been depicted of the same item of table 3 pointed on number three 53.3% from the trainers and of 36.7% from trainees followed by 32.5% from the management have responded that the time investment of the college for training has been managed by allotting 30% for theory and 70% of the time given for practical aspects of the training. This implies that the TVET College is offering training based on the guidelines of the TVET Agency by which more of practice to be given in order to create competent manpower related to the need of the country to get development practitioners. As it has been indicated in the same table of item number four the majority of the respondents from all parties replied that the Selam TVET College works to organize and implement training programs. This implies that the community of SDR-TVET College is committed to give industry based training to its users. Besides this shows that the College has strong link with the Ethiopian TVET Agency in order to get directives which help to fulfill TVET objectives. Moreover item number five of similar table illustrates that 53.3% of trainers and of 46.7% of trainees followed by 40% management responded that the College uses centralized management to perform the training programs. This implies that there is less room for subordinates

to participate in major decision making issues like budget concerns which has major value to perform training programs successfully. Subordinates are very close to the effectiveness of implementing programs they are believed to be realizes of the right resources for the training. Besides to exercise educational leadership makes its own contribution mutually to both parties. However, this has an implication to maximize the future performance of the College.

4.3. The Implementation of Training Programs of SDR-TVET College

The following description analyzes how the training programs of the College are conducted to bring the required performance as per the need of the training users to be competent after the accomplishment of training programs. It also illustrates the way that the training programs undertaken both theoretical and practical in workshops and classrooms on the basis of time scheduled as pre-determined allotment OS on modular base keeping the preparation of TTLM under the hands of the professional trainers.

Table 4: Implementing the Training Programs

No	Items	Responds					
		Management Bodies		Trainers		Trainees	
		No	%	No	%	No	%
1	**Just the Principles guiding the conduct of training activities**						
	• Increasing the number of competent entrepreneurship	6	40.0	7	46.6	14	46.7
	• Certifying in providing quality training	5	33.3	4	26.7	10	33.3
	• Building organizational capacity	4	26.7	4	26.7	6	20.0
	Total	**15**	**100**	**15**	**100**	**30**	**100**
2	**Approaches adopted to conduct its training Programs:**						
	• Outcome-based Approach	10	66.7	13	86.6	26	86.6
	• Integrated Approach	3	20.0	1	6.7	2	6.7
	• Supply-Driven Approach	2	13.3	1	6.7	2	6.7
	Total	**15**	**100**	**15**	**100**	**30**	**100**
3	**Training Programs are Conducted By**						
	• Build up Trainees' Practical Skills High through OS	6	40	7	46.7	17	56.7
	• Establish institutional assessment to improve Competency	5	33.3	6	40.0	8	26.7
	• Maintain and strengthen excellence in Programs and Services	4	26.7	2	13.3	5	16.6
	Total	**15**	**100**	**15**	**100**	**30**	**100**
4	**Do the training activities contribute to skills development?**						
	A. Yes	9	60	12	80.0	25	83.3
	B. No	3	20	2	13.3	2	6.7
	C. Not Known	3	20	1	6.7	3	10.0
	Total	**15**	**100**	**15**	**100**	**30**	**100**

As it has been illustrated from table 4 item number three 56.7% of the trainees and 46.7% of trainers with 40.0% of management have responded that the training programs are conducted in both classrooms and

workshops for theoretical and practical aspects of the training as per kept the time allotment given to complete the OS. Besides the competencies under the OS are to be properly applied practically using the necessary material needed for the training. This implies that the TVET training is an intensive aspect by which each necessary step has importance to add value for the trainees at the end of the program completion. More over this shows that the college is offering its training programs based on the directives of the TVET Agency to get better performance that would help to fulfill the purpose. The same table of item number one depicted that the 46.7% of the trainees and 46.6% of trainers with 40.0% of management replied that increasing the number of competent entrepreneurs is core guiding principle in conducting the training programs. This implies that the training College has the intention of the government development plan to end poverty so that to fulfill this purpose producing the relevant man power at least at local level can have considerable value to fit the purpose. Item number four of similar table describes that 83.3% of the trainees and 80.0% of trainers with 60.0% of management responded that the training activities conducted by the College have impact of performance to the skills development. This shows that all the respondents owe the performance of the programs conducted is great to bring essential impact in developing the capacity of trainees which in turn are useful to the needs of the country development. Because the unified desired outcomes can have a positive impact to the development need of the country beyond fulfilling the local need. As it has been illustrated the item number two of similar table 86.6% of both trainees and trainers followed by 66.7% management responded that the college adopts the outcome based approach of training in order to conduct the programs. This implies that the college gives training on the basis of producing competent trainees that could compete very well to the market need of the country as a whole and in particular to the benefit of the stakeholders in the local area.

4.4. The View of Trainees on the training offered by SDR-TVET College

The below issue explains how trainees perceive the training programs offered by the College are at right path way to address the needs of its participants after completing the TVET offerings. Besides this it describes trainees have viewed the impact of training offered in the trainee's chance for employment or self employment. More over the Trainees viewed how the programs need to be geared in order to make them improved quality to become highly demanded before the consumers and practitioners of the technical and vocational education.

Table 5: the Trainees' View on training Programs

No	Items	Responds Trainees	
		No	%
1	**The Training offered is:**		
	• On the right track to offer relevant training	18	60
	• There is lack of learning materials	5	16.7
	• Trainers commitment is not strong	7	23.3
	Total	**30**	**100**
2	**Training offered is relevant for employer needs**		
	A. Yes	20	66.7
	B. No	7	23.3
	C. Not Known	3	10.0
	Total	**30**	**100**
3	**Trainees view how the College improves to relevant training is**		
	• Improve Trainers capacity through skill gap trainings	15	50
	• Raising scholarship opportunity	8	26.7
	• Reward excelling performance among trainees	7	23.3
	Total	**30**	**100**
4	**Rate of employment Access of graduates**		
	• 100%	9	30.0
	• 80%	11	36.7
	• 60% and below	6	20.0
	• 70%	4	13.3
	Total	**30**	**100**

As per indicated on table 5 of item number one 60% of the trainees have a view that the college is at the right track to offer relevant training. This implies that the College has put an impact of offering training which is relevant to the needs of trainees for they to cope with the contemporary market demand. Besides 66.7% of the trainees have a perception of the training offered is relevant to the employment needs of trainees as indicated of item number two of similar table. This indicates that there is no doubt to the relevancy of the training programs of the college in need of fulfilling the trainees' needs. With regard to what the College shall do to improve offering of relevant training 50.0% of the trainees have responded that improve trainers capacity through skill gap trainings is taken as main option. This implies that the training given is still better enough to produce competent skilled manpower. This also further indicates that a lot must be done to upgrade trainer's capacity in order to offer more quality training beyond the accessibility of training. From item number four of similar table 36.7% of the trainees responded that 80% of the College graduates get access to employment. This indicates that the College has received better recognition among its stakeholders and be able to give more training and education if attention is delivered

among employers of its trainees. Further more it implies that there can be tendency for the graduates to have self employment as far as they commit themselves to create their own jobs

4.5. The Level of performance to quality education and training at SDR- College

The following issue describes how far the training offered by the Selam TVET College performs to quality education and training. Besides it briefs the delivery of training resources for the training as per training manuals to fit market requirements. The most important issue here is to what extent Selam has gone to implement its training programs which have been implemented according to the Occupational Standards before trainees sit for the institutional assessment and that of national assessment to get the maximum quality training which can help trainees to be competent in their field of studies when the market is demand full to accept those graduate trainees based on their performance in the given environment. Besides this section deals with how far Selam worked to quality Education and Training in order to bring the desired out come using the training activities relating to the trainees need. Moreover it shows the college effort to bring progress by providing market related trades which could be included under the curriculum of Ethiopian TVET System may be by matching it to the needs of all stake holders to get better satisfaction from educational products and services. Clearly speaking Selam has attributed to the beneficiaries of its training by striving to quality type of technical and vocational education in its units in both theoretical and practical competencies at class rooms and workshops.

Table 6: Performance of Training to Capacity Building

No	Items	Responds					
		Management Bodies		Trainers		Trainees	
		No	%	No	%	No	%
1	**The training contributes to acquire quality education and training to**						
	• The level of using appropriate technology in the training	4	26.7	4	26.7	8	26.7
	• The level of having competent entrepreneurship	5	33.3	4	26.7	10	33.3
	• The level of getting maximum performance	6	40.0	7	46.6	12	40.0
	Total	**15**	**100**	**15**	**100**	**30**	**100**
2	**The College performs trainer-trainees ratio from 1:10 to 1:7 for all level trainees**						
	• Definitely yes	4	26.7	5	33.3	7	23.3
	• Relatively yes	8	53.3	7	46.7	18	60.0
	• Probably yes	3	20.0	3	20.0	5	16.7
	Total	**15**	**100**	**15**	**100**	**30**	**100**
3	**Trainers use training manuals which respond to contemporary market needs**						
	A. Yes	7	46.7	9	60.0	19	63.4
	B. No	6	40.0	4	26.7	7	23.3
	C. Gave no comment	2	13.3	2	13.3	4	26.7
	Total	**15**	**100**	**15**	**100**	**30**	**100**
4	**The college provides learning material at the right time**						
	A. Yes	8	53.3	10	66.7	20	66.7
	B. No	5	33.3	3	20.0	6	20.0
	C. Gave no comment	2	13.4	2	13.3	4	13.3
	Total	**15**	**100**	**15**	**100**	**30**	**100**
5	**The College is committed to improve trainers' skill in quality education and training by**						
	• Hiring external trainer	2	13.3	1	6.7	2	6.7
	• Having on the job training internally	7	46.7	10	66.6	20	66.6
	• Supporting trainers for upgrading their skill	6	40.0	4	26.7	8	26.7
	Total	**15**	**100**	**15**	**100**	**30**	**100**
6	**The TVET College you belong to has enough skilled trainers**						
	A. Yes	7	46.7	9	60.0	23	76.7
	B. No	6	40.0	5	33.3	6	20.0
	C. Gave no comment	2	13.3	1	6.7	1	3.3
	Total	**15**	**100**	**15**	**100**	**30**	**100**
7	**The main result which has been obtained when Selam TVET College implemented Quality Management System is**						
	• Improved customer satisfaction	8	53.3	10	66.7	22	73.3
	• Elimination of responsibility conflict	2	13.4	2	13.3	3	10.0
	• Appreciation from service users	5	33.3	3	20.0	5	16.7
	Total	**15**	**100**	**15**	**100**	**30**	**100**
8	**The more demand driven trades given in your TVET College are**						
	• The General Metal Fabrication and Assembly	5	33.3	9	60.0	21	70.0
	• The Furniture Making	4	26.7	3	20.0	2	6.7
	• The Automotive	4	26.7	2	13.3	5	16.6
	• The Other Trades	2	13.3	1	6.7	2	6.7
	Total	**15**	**100**	**15**	**100**	**30**	**100**

As it has been illustrated from the table above of item number one 46.6% of the trainers and 40.0% from both the trainees and management respectively have responded that the training contributes to acquire quality education and training to the level of getting maximum performance. This by itself implies that the training offered by the college is in better position to contribute for quality education and training to be effected in the city of Addis Ababa. Besides it indicates that the College could be exemplary in providing better quality in running the programs. More over it shows the high performance of the training programs will lead to producing competent entrepreneurs.

With regard to the trainer-trainees ratio the respondents as indicated from the table above of item two 60.0% of the trainees and 53.3% of management with 46.7% of trainers responded in a way that the College performs relatively from 1:10 to 1:7. This shows that the College has capacity to give quality education and training if its leadership and management are committed to better quality by providing the right resources at the right time and place.

Regarding to whether trainers use the training manual 63.4% of the trainees and 60.0% of trainers with 46.7%of management agreed that the College trainers use training manuals which respond to contemporary market needs. This shows that the college gives due attention to quality services relating to its users. Besides this may have its own better impact in admitting more stakeholders to the College training.

According to item number four of similar table 66.7% of both trainees and trainers and 53.3% of management responded that the College provides training material at the right time. This shows that the college has capacity to deliver quality education which could sense the current needs of its users. Besides it indicates that it has ability to provide more programs if there could be initiatives among the college and its stakeholders.

As it has been indicated from item number of the same table 66.6% of both respondents from trainers and trainees with 46.7% of management responded that the college is committed to improve trainers' skill in quality education and training by having on the job training inside the

College. This shows that the College has better access to provide on the job training in side its training workshops in addition to hiring external consultants.

Regarding to whether the college has enough skilled trainers or not item number six of the same table illustrated that 76.7% of the trainees and 60.0% of trainers with 46.7% of management have responded the training College has enough skilled trainers which can give quality education and training. This implies that the college has ability to perform to capacity development as per needed by the country relatively. With regard to the main results obtained as the result of implementing quality management system item number seven of similar table depicted that 73.3% of trainees and 66.7% of trainers with 53.3% of management have responded that improved customer satisfaction has been obtained as main result. This shows that the application of quality management system has its own contribution to satisfy the needs of its users and makes considerable impact in getting quality education and training. Regarding the trades given in Selam TVET College item number eight of table 6 depicted that 70.0% of trainees and 60.0% of trainers with 33.3% of management responded that the General Metal Fabrication and Assembly is the more demand driven trade as compared to other trades offered by the College. This implies that the College is highly aware of the contemporary business environment so that it has to become flexible to the needs of its customers in order to be highly needed by its clients in the current market.

4.6. The Major Problems Encountered in Accomplishing Training Programs

The following issue describes the main problems which have been encountered during the time of conducting the training programs. Besides there were also the specific problems that aggravate those major problems and hence they played unfavorable impact not to get the desired out comes of training.

Table 7: The Problems Encountered in Accomplishing Training Programs

No	Items	Responds					
		Management Bodies		Trainers		Trainees	
		No	%	No	%	No	%
1	**The Major Problems Encountered in Accomplishing College Programs**						
	• Lack of Adequate Manpower	4	26.7	5	33.3	7	23.3
	• Time delay for decision	5	33.3	4	26.7	8	26.7
	• Lack of clear guidelines for work relationships	6	40.0	6	40.0	15	50.0
	Total	**15**	**100**	**15**	**100**	**30**	**100**
2	**Responses on Specific Problems Encountered in implementing Programs**						
	A. Yes	9	60.0	10	66.7	21	70.0
	B. No	6	40.0	5	33.3	9	30.0
	Total	**15**	**100**	**15**	**100**	**30**	**100**

As it has been indicated from table 7 of item number one 50% of the trainees and 40% of both trainers and management have responded that the lack of clear guide lines for work relationships have become the major constraints encountered in accomplishing the College training programs. This indicates that where there is no clear guide lines affecting the training programs will encounter in lag behind to accomplish those programs on time. This by itself creates the problem of using the necessary resources as per planned to finish the scheduled program. This will then lead to wastage of all resources as an obsolete.

With regard to the specific problems item number two of similar table depicts that 70.0% of trainees and 66.7% of trainers with 60.0% of management responded that there were specific problems encountered which hindered the programs from implementing successfully. This indicates that those problems have become real as the result of reluctance to decide ahead be it knowingly or unknowingly. This also implies there were responsibility conflict among subordinates and the bosses of the training College.

Table 8: The Measures taken to solve Problems Encountered

No	Item	Responds					
		Management Bodies		Trainers		Trainees	
		No	%	No	%	No	%
1	Responses whether measures taken to solve those problems or not A. Yes B. No Total	8 7 15	53.3 46.7 100	9 6 15	60.0 40.0 100	20 10 30	66.7 33.3 100
2	The Measures taken to successfully implement training programs were • Identify the real manpower shortage and hire right person • Provide on job and leadership training • Follow the training guidelines of TVET Agency Total	3 7 5 15	20.0 46.7 33.3 100	3 8 4 15	20.0 53.3 26.7 100	7 16 7 30	23.3 53.6 23.3 100
3	The College has Technology Transformation Department to solve performance related problems A. Yes B. No Total	10 5 15	66.7 33.3 100	11 4 15	73.3 26.7 100	22 8 30	73.3 26.7 100

Regarding the measures taken to solve the problems encountered item number one of table 8 illustrates that 66.7% of trainees and 60.0% of trainers with 53.3% of management have responded that the measures were taken through group discussion among subordinates and the chiefs of the management to eliminate the main points of deviation which created responsibility conflict.

Besides as it has been depicted from item number two of the same table that 53.6% of trainees and 53.3% of trainers with 46.7% of management responded that provide both on job and leadership training were taken as measures to successfully implement training programs. This indicates that the trainers and their bosses have realized the points of deviation and agreed to solve the training problems leaving apart of their personal interest.

Finally it has been depicted from item number three of similar table that whether the College has technology transformation department or not and 73.3% of both trainers and trainees with 66.7% of respondents of management replied that it has. This indicates that the College believes that there need to be using of technology in order to be competent for this dynamic market environment

because with out using up to date information where by the market evolve it may result in falling apart and cause entire loss. This department helps to get remedy for it has opportunity to gather and organize new ideas to improve performance.

4.7. Data generated from an interview with the selected TVET College leaders

It is true that college leaders are one of the most important figures on the training scene in every TVET College as they set the direction according to the laws and policies in the sector. Both the training and non-training activity of a given college cannot be out of their sight.

It was assumed that TVET leaders had general views of the overall activities taking place in the colleges where they were assigned. Led by these assumptions, the researcher presented some questions (see Annexure 3) related to performance of training program to the college leaders.

It shows the data extracted from the interview conducted with the college leader (dean or vice dean). However, for the sake of anonymity the researcher made no mention of their names.

Furthermore, the same questions were asked to some of the College management, the trainees and the trainers in interviews. The interviewees have mentioned that training programs have been organized according to the Ethiopian Occupational Standards of New Curriculum under which there have been Units of Competencies to complete each level passing through various learning outcomes. The management goes down to the institution under the supervision of Addis Ababa TVET Agency.

4.8. Data generated from an interview with TVET trainers

Generally speaking, college trainers were assumed to equip trainees with all the necessary knowledge and skills. To this end, they were providing both theoretical and practical knowledge and skills of a given occupation. They arranged various kinds of implementation programs for the achievements of these o objectives. They even established partnership with training institutions and industries/enterprises for the provision of better knowledge to the trainees

With this understanding in mind, the researcher arranged interview programs with trainers at Selam College and its units. They were selected for the interview session on the basis of their training experiences in their respective college departments. Moreover, they were supposed to have better understanding of the training in their college. In view of this, an interview session (see the

questions in Annexure 4) was held with each of these trainers separately. There was no need to mention the names of the interviewees.

Regard to the conduct of training programs respondents have replied that activities have been conducted in a way that 70% of training programs were implemented at workshops by mobilizing necessary facilities as per allotted nominal hours in the OS. The remaining 30% training programs were given in class rooms with the intention that trainees shall have theoretical abilities in line with the practical competencies which enable them competitive in the world of work. At the end of each level or competency trainees will take Institutional assessment and National assessment respectively to measure their performance. The aim behind such process is to make trainees competent in the world of market either for self employment or employed by employers.

4.9. Data generated from an interview with trainees of the TVET College

Trainees were the focus of attention to both colleges and enterprises. This institution aimed at the trainees or future workers/employees to equip them with the desired occupational knowledge, skill and attitude.

This was the main aim of apprenticeship training program. In fact, training performance may seem unthinkable without its recipient trainees. Every training activity or program designed or implemented at the college or enterprise level can bring the desired result when it considers the trainees at large.

In the preceding interviewee sessions, the researcher tried to seek information from the people who involved around the implementation of the training. However, none of them could be the main focus of the research as the trainees. Hence, the researcher felt it necessary to involve the trainees themselves in this kind of research. After all, the main aim of this research is to see ways of improving the bottlenecks of the implementation problems of training performance. This would be realized when the trainees take part and express their views, values, interests, etc. regarding training performance.

A total of six trainees were selected for the research. Three participants were drawn from The College and the other three were selected from Selam Village. Based on their training level, three of them were from the electrical installation field of training and the other three trainees were from food, machine and auto engine field of training. Five of them were males and one of them was

a female. Three of them, chosen from Selam, experienced full time practical training for a month time. On the other hand, the other three took part in an on-and-off type of training program arranged between the College and the enterprises.

A structured interview (see the question in Annexure 5) was arranged for all interviewees. This was due to the fact that trainees were not thought to provide elaborative response to the unstructured interview. However, the researcher tried to indulge in depth to get detail information from each interviewee. Each question was forwarded to each interview in English.

The above respondents pointed out that trainees view the training offered by the College was helpful to their life they got a chance to acquire appropriate skills to compete and win either the market or self employment. Where as some of the respondents reflected their feelings in a way that the training offered by the College has path way to get essential skills but not in a way that fully address their need. As they mentioned skill gap was observed though the college is equipped with machineries and material resources. Others mentioned that there were shortage of training manuals in some units and hence they were not privileged to get material for their specific assignments.

In relation to the extent of training for performing quality training and education interviewees responded that the college has implemented the Quality Management System and brought customer satisfaction and have been resulted in encouraging performance.

Regarding uncertainties respondents have described there were major problems in accomplishing training programs. As they mentioned lack of College working manual and lag in immediate decisions for training issues were among critical ones. Besides lack of clear guidelines and responsibility conflict have been mentioned as considerable problems.

The interviewees have also mentioned the following statements, which can strengthen the above points. One of the interviewees has put the challenges as follows: *It is clear that in order for TVET to develop in the region all actors should be aware. For example, it is possible to create awareness on the current national TVET policies and strategies to higher officials and to the society at grass Root level. Opening departments without doing feasible study that fit with the Resource available in the city creates a huge problem to alleviate the real life problems. Not making students at the elementary and secondary schools aware so that they can join TVET with out their own real interest."*

Another interviewee expressed the following:

".....There were no definite and clear guide lines that help to create better work relationship as there was no responsible person in the college. Besides, competent and Skillful manpower/trainers were but not enough and to some extent there is also shortage of training material in a few departments.

Besides one interviewee of the College has mentioned that since there was no any well organized College manual it has created problems of implementing the training programs on the right time. Moreover he mentioned that the responsibility conflict has been occurred many times and later job description has been prepared at least it helped to eliminate major problems. The same interviewee pointed out that budget release to purchase training material and equipment to some departments was difficult because response for the request delayed. With regard to documents respondents explained that the College has policy documents related to TVET training applied by the College to perform quality education and training though there was shortage of experts at the beginning. Later on, the College has trained some staff to handle the performance related problems to those documents through the application of quality management system and ISO Certification documents. However, some interviewees mentioned there were still problems to solve the major non-conformities because of delay in decision making to the training related issues.

4.9.1 Data generated from FGD with Selected participants

The FGD was held to complement the interviews conducted with the other participants. The rational for including this tool was that the data collected from the other participants had to be substantiated by applying FGD.

As it can be seen from the table, the respondents selected for the research were mature and were thought to have better life experiences. This fact had a positive effect on the research.

Hence, the researcher held FDG with five trainees (who have gone through the training performance) selected from colleges to generate more data that can support respondents' interview. Accordingly, three trainers were selected from College and the other two from Selam for this purpose. However, for the sake of anonymity, their names were not specified in the table. Instead, the researcher applied letters to stand for names.

In fact, the FGD (see the contents in Annexure 6) was held in two separate groups. The discussion, in each group, was led by the researcher himself. During the discussion, the researcher tried to bring the attention of all participants to the issue under discussion .This strategy helped to gain more information.

As indicated above Focus Group Discussion was held between three trainers and two graduate trainees. As it has been asked based on the interview guide those respondents replied the following:

"....The College has been taken as one of TVET institutions performing to Quality Education and Training in Addis Ababa. Because as they mentioned Selam TVET College is well equipped on better training workshops and class rooms with training machineries. Among the respondents one has mentioned that Selam could be model TVET institution to satisfy the needs of trainees by giving demand driven aspect of training but there are still gaps on the side of trainers to share their maximum ability to their trainees. In their discussion other two respondents pointed out that the College is in a position to provide outcome based training to perform better quality training if more skill gap and leadership training to both trainers and management staff is given. Other wise they pointed in the competing environment it may no provide quality type of training and education any longer. Finally one respondent has put his view that Selam is in better position to provide quality education and training in Addis Ababa as far as heads of the College and its owners positively decide in every activity of training by using policy documents and guidelines and need to have well prepared training manual.

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

5.1 Summary

The study is planned to investigate the training Performance of Selam TVET College to Build Capacity in Addis Ababa. To achieve this end, the following research questions were raised for investigation:

- How are the training programs of the college organized and managed?
-How are the training programs conducted?
- How do the trainees view the training offered?
- How far the training performs to acquire the quality of education and training?
- What major problems have been encountered in accomplishing programs?

In the review of related literature, attempt was made to treat topics related with Performance. Technical and Vocational education and training principles and practices with the current practices and training policies and strategies were also briefly overviewed. It was also attempted to high light that the TVET working mechanism of its organization and management approaches to participate the stakeholders upon which sustainable development of target groups through appropriate training is explained as major purposes and objectives of TVET for sustainable development.

To answers for research questions out of 60 respondents found in the College and its units questionnaires were distributed in for 30 trainees 15 trainers and 15 management bodies participated as respondents. All of the questionnaires that were returned as responses were analyzed. Similarly in the mentioned institution an FGD was conducted comprising of two graduate trainees and three trainers as representatives to triangulate the facts with the responses of the interview. Interviews were also conducted with selected trainees, trainers and management bodies who were working at the TVET College and Selam Villages. The information collected from FGD and interviews were narrated and analyzed to supplement the data obtained from questionnaire.

From the analysis made using quantitative data, the following major findings were identified.

1. Among those potential respondents the majority were males with age 25-29 years old. With regard to their qualification 53.3% of them were Diploma Holders whose profession to be industrial field or manufacturing that was believed to be experienced.

2. Many of the respondents replied that the Training Programs were organized based on the new curriculum of Ethiopian TVET System. This TVET System was organized as Occupational Standards under it there would be Units of competencies. The management goes down to the institution under direct supervision of the Addis Ababa TVET Agency. Many of the respondents replied that the College used 30%-70% of time investment for both theory and practice of the training respectively. Besides the college works in organizing and implement programs until giving quality training followed by on the job training and assessment centrally managed by the institute.

3. Regard to the way of implementing programs more of the respondents replied that training programs were conducted in a way that it can help to build up Trainees' practical skills high through Occupational Standards. Increasing the number of competent entrepreneurs has become the leading principles of training activities in process. The training activities of the College are believed to perform well for skills development. An out come-based approach was adopted as beginning by the College to conduct its training programs.

4. With the view of trainees on the training offered 60.0% of them perceived that it is on the right track to offer relevant training. Besides many of them agreed the training offered was relevant to the employment needs of trainees. And almost half of the respondents viewed that the College should improve trainers' capacity through skill gap trainings. More over the trainees perceived the 80% of College graduates get access to employment.

5. With regard to the training performance to Quality TVET many of the respondents replied that it had up to the level of getting maximum performance. Besides they agreed that a 1:10 to 1:7 trainer-trainees ratio has been relatively performed by the College. Trainers used training which responded to contemporary market needs the majority have replied that the College provided learning material at the right time except to few departments delay in purchasing because of budget release delay as mentioned in the FGD. Having on the job training internally has been taken as strategy to improve trainers' skill that lead to quality education and training. Many of the respondents agreed that it had enough skilled trainers except some units that help for improving quality TVET. Many of the

respondents have also agreed that improved customer satisfaction has been achieved when the College implemented the Quality Management System. However, some respondents pointed that there were still problems to solve the major non-conformities because of delay in decision making to the training related issues. With regard to the trades given by the College those respondents have agreed that the General Metal Fabrication and Assembly was more demand driven in the market.

6. regarding to the problems encountered many have mentioned that there was the lack of clear guide lines for work relationship. Besides, lack of well prepared College working manual, lag in immediate decisions for training related issues and responsibility conflict were among the major ones. The majority have also replied that specific problems encountered. As respondents mentioned some of the specific problems were skill gaps on the side of trainers, purchase delay in delivering training materials of some units. However But, respondents emphasized solving the problems should not be only a one time action rather it has to be carried always and should be sustainable. Majority of the respondents have also mentioned that there was the Technology Transformation Department in the College to support the performance of training as quality service provider.

7. The Respondents also claimed that there was lack of well organized workable college manual as the result it has created delay in implementing training programs at the right time. From both respondents of the interview and focus group discussion budget release to purchase training materials and equipment to some departments was difficult because of delay in critical decision.

5.2 Conclusions

It may be known that the production of skillful persons at any level is decisive to a country's development. To this end, there may be various means of training programs. Among some, training or the kind of training process jointly accomplished between the TVET training providers and enterprises-service providing or manufacturing enterprises can be the one. Efforts were exerted by TVET training providers and enterprises to produce middle level skillful persons. Similar efforts need to be exerted to correct the implementation of training program. Otherwise, the production of middle level skillful persons cannot be attained.

In line with this, this research intended to assess the performance of Selam TVET College training programs in the Addis Ababa Administrative Region. To investigate the problem, the quantitative

research approach was employed. The data enabled to conclude that the implementation of training programs require the consideration of both institutional and human conditions.
The institutional conditions refer to the necessary facility available in the vocational providing institutions. On the other hand, the human conditions refer to the skills, work relations, principles, motivation, commitment, etc. of people involved around the program. The current research suggests that context specific institutional and human conditions should be considered when dealing with training performance and the application of the selected learning theories.
Generally, this study shows how the Selam training College programs have impact to develop the capacity of its users in Addis Ababa and influenced by the performance of the organization and management practices of TVET from the perspectives of providing quality training and education.

The Selam TVET College training reflects the programs were organized according to the new curriculum of Ethiopian TVET System in the form of Occupational Standards under which units of competencies were included. The training programs were conducted in the class rooms and workshops in both theory and practice. These were centrally managed by the institute under the supervision of Addis Ababa TVET Agency. Traits in relation to decisions on basic issues such as performing the college objectives and the budget allocation held centrally.
Trainee's participation over the main areas in which they need to decide like what to learn looks shallow. This exists as the result of absence in well prepared training manual which encompasses all trainees, trainers and subject matter specialists during preparation of the materials which helps identify the actual needs of the trainees.
The theoretical and practical activities indicated the presence of facility on the side of the training College which is a crucial point for realization of development goals. This has a reflection where by considerable facility has attributed to high performance.
The College environment seems inviting to trainees and adequate for the training but still there happened to be gap in skills from trainer's side. All in all, the College faced with Problems in giving practical decision making in its units in the effort of providing quality TVET Education and Training.

5.3 Recommendations

In light of the major findings of the study and conclusions, the following recommendations are forwarded in order to perform the modular training being given in the Selam TVET College.

1. The College needs to be equipped with all the necessary materials and equipment .The training needs to be free from any forms of inconveniences. In addition, all the stakeholders must give due attention to the on going trainings especially the practical ones.

2. The training manuals may have to be prepared or adapted with the direct participation of the trainees, trainers and Local subject matter specialists through out all the processes in the training.

3. The decision over series of training issues including the preparation of TTLM should not be only left for trainers. The manuals need to be prepared in such a way that the learning contents will be sequenced in a helpful manner to learning. It looks also essential to list Objectives, devise exercise, recommend methods with training aids and include evaluation mechanisms. It is also advisable to prepare trainer's guides for both theoretical and practical training sessions.

4.The College needs to prepare effective working manual up on which the responsibility of the members of its staff clearly indicated so that the lack of clear guide lines for work relation ships would be eliminated and conflict will be resolved.

5. To improve the effectiveness in quality training, it appears necessary to arrange a training program of trainers training for development projects. This can be given in the short run for those who are already on the job but in the long run the better solution is revitalizing the practical course in the TVET College in such away that it includes the necessary contents for the skills and material preparation.

6. It is necessary to give due attention to the requests of training programs which need critical participatory decision making with mutual team spirit in the time of budget allocation or executing objectives in order to help performance of training reach to the apex in quality.

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ANNEXURE 1

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRE: To be filled by **Trainers, Management bodies and Trainees** in Selam Children's Village Office and the TVET College.

The purpose of this questionnaire is to gather data for a study leading to an M.A. degree in Educational Leadership and Management. It is administered to survey your views about an assessment of the performance of Selam TVET College in Capacity Building, in the case of Addis Ababa.

Since the success of this study depends on your genuine responses, you are kindly requested to be honest towards all items provided in this questionnaire. The information you supply will remain confidential.

You are not required to write your name. Thank you in advance for your cooperation.

Sincerely,

Part One

Please read the following and fill in the box by using '✓' mark or by writing a short answer when required.

1Name of training College _____

2. Sex ☐ Male ☐ Female

3. Age ☐ 20-24years ☐ 25-29years

☐ 30-34years ☐ 35-39year

☐ 40 years and above _

4. Qualification

☐ Diploma ☐ Degree ☐ M.A/M.Sc

☐ other_____

5. Your current position: _____
6. Field of study_____
7. Subject you teach/work with_____
8. Years of service

☐ 0-4 ☐ 5-9 ☐ 10-14 20 years and above ☐

Part II: Questionnaire related to the organization and management of training programs of the College

1. How are the training programs of the College organized and managed?

_____

_____

_____

2. Does the College run its plan to implement the education and training programs effectively?

A) Yes ☐

B) No ☐

3. How does your College manage the proportion of time investment on theory and practice?

A) Use 20% theory and 80% practice ☐

B) Use 30% theory and 70% practice ☐

C) Use 50% theory and 50% practice ☐

D) Use other proportion of time _____ ☐

4. How far the College works to organize and implement training programs?

_____

_____

_____

5. How does your College manage to keep up the performance of training programs under Selam Organization?

A) Use Centralized Management ☐

B) Use Team Management ☐

C) Use Decentralized Management ☐

Part III: Questions Related to Implementing Ways of Training Programs

6. How are the training programs conducted?

_____

_____

_____

7. What principles guide Selam to conduct training activities of the College?

_____

_____

_____

8. Do you believe the training activities have contributed to the skills development of community in Addis Ababa?

A) Yes ☐

B) No ☐

C) Say no comment ☐

9. What approaches would the College like to adopt in conducting its training programs?

A) Out come-based approach ☐

B) Integrated approach ☐

C) Supply-driven Approach ☐

Part IV: Questions Related to the Trainees' View of Training Offered

10. How do trainees view the training offered?

_____

_____

_____

11. Is the training offered relevant to employment needs of trainees?

A) Yes ☐

B) No ☐

C) Say no comment ☐

12. How do you view the college shall improve to offer relevant training in need of trainees?

_____

_____

_____

13. How many of the graduates of Selam TVET College you think they get access to employment?

A) 100% ☐

B) 80% ☐

C) 60% and below ☐

D) 70% ☐

Part V: Questions Related to the extent of training performance in acquiring quality education and training

14. How far does the training performs to acquire the quality of education and training?

_____

_____

_____

15. Does the College perform trainer-trainees ratio from 1:10 to 1:7 for all level trainees?

A) Definitely yes ☐

B) Relatively yes ☐

C) Probably yes ☐

16. Do trainers use training manuals which respond to contemporary market needs?

A) Yes ☐

B) No ☐

C) Say no comment ☐

17. Does the college provide learning material at the right time?

A) Yes ☐

B) No ☐

C) Say no comment ☐

18. How far your College is committed to improve trainers' skill in relation to quality education and training?

A) Hire external trainer ☐

B) Have on the job training internally ☐

C) Support trainers for upgrading their skill ☐

19. Does the TVET College you belong to have enough skilled trainers?

A) Yes ☐

B) No ☐

C) Say no comment ☐

20. What main results have been obtained when Selam TVET College implemented Quality Management System?

_____

_____

_____

21. Which trades given in your TVET College is more demand driven?

_____

_____

_____

Part VI: Questions Related to Problems encountered in accomplishing programs

22. What major problems have been encountered in accomplishing programs?

A) Lack of adequate man power ☐

B) Time delay for decision ☐

C) Lack of clear guidelines for work relationships ☐

23. Have you encountered specific problems while you were implementing programs of the TVET College?

A) Yes ☐

B) No ☐

24. Have measures been taken to solve problems of implementing training programs of the College?

A) Yes ☐

B) No ☐

25. What measures were taken to successfully implement training programs?

_____

_____

_____

26. Does your training college have technology transformation department to solve training related problems?

A) Yes ☐

B) No ☐

Thank you again for your cooperation.

ANNEXURE 2

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Questions with some Selam TVET College management.

1. How are the training programs of the College organized and managed?
2. How are the training programs conducted?
3. How do the trainees view the training offered by the College?
4. How far the training performs to acquire the quality of education and training?
5. What major problems have been encountered in accomplishing programs?
6. What do you suggest the possible solutions to these challenges?
7. Does your College have policy documents related to TVET trainings? How do you app them to get quality education and training?

ANNEXURE 3: Interview questions for TVET College leaders

GENERAL INFORMATION

Title of the interviewee_____

Job position_____

Service year with the current position: _____

Qualification_____

Sex_____

I- OPEN-ENDED QUESTIONS

- How is the TVET training program going on in your college?
- What challenges do you have in training students in the classroom?

- How do you solve this problem?
- What challenges do you have in training students in the practical fields?
- How do you solve this problem?
- How are you implementing apprenticeship training program in collaboration with the enterprises?
- What problems did you face during the implementation process of the apprenticeship training program in the enterprises?
- How did you solve the problem?
- What experience did you grasp for a better future apprenticeship training program?

ANNEXURE 4: Interview questions for college trainers

GENERAL INFORMATION

Title of the interviewee_____

Job position_____

Service year with the current position: _____

Qualification_____

Sex_____

OPEN-ENDED QUESTIONS

- How do you describe the implementation status of the apprenticeship training process in the Addis Ababa Administrative region?
- How do you recruit and assign apprentices at the enterprises?
- How do you follow the implementation of apprenticeship training at the enterprises?
- How do you select enterprises for apprenticeship training?
- How do you start implementing apprenticeship training after you have selected the enterprises?
- Who evaluates apprentices' performance during the apprenticeship training at the enterprises?
- What are the challenges of apprenticeship training process in your college?

- What solution do you propose to solve the problems mentioned?

ANNEXURE 5: Interview questions for trainees

GENERAL INFORMATION

Field of research_____

Level_____

Sex_____

Age_____

Name of the college_____

The term of training performance_____

Training performance starting time_____

Training performance ending time_____

Training program per week_____

I- QUESTIONS ABOUT TRAINEES MOTIVATION

- What do you think is the reason for organizing training performance in this enterprise?
- In your opinion, how can trainee understand the objectives of training performance in this enterprise?
- What makes you motivated to be trained in apprenticeship training in this enterprise?
- Did you come to this enterprise/for training performance/by chance or choice? / Explain it?
- Are there things you like and dislike in this enterprise? What are they?
- What things add to your satisfaction when you take part in the training performance in this enterprise?
- What particular tasks encourage or discourage you to perform at the enterprise?
- What particular tasks are you performing practically in the enterprise?
- What goals did you set when you come in this enterprise?

- What reasons have you set for participating in the training performance activities?
- Which factors of the following, specifically, motivate you to be trained in this enterprise? Can you elaborate them?
- Is it due to your own interest, if so how do you explain?
- Is it because of the existence of positive attitude by the 'people' in the enterprise, If so which people are they? And how do you explain their behavior?
- Is it because the enterprise equips with special competence of the occupation, if so how do you explain?
- Is it due to external motivators (availability wage, material incentive, etc), if so How do you explain them?

ANNEXURE 6: FOCUS GROUP DISCUSSION WITH RESPONDENTS

1/ How do you explain your interest toward training performance in general?

2/ How do you describe the current status of training performance process in the Enterprise you are assigned?

3/ How are the supervisors assisting you to gain knowledge, skill and attitude in the Occupation you chose?

4/ what problems do you encounter during the process of training performance in the Enterprise you are assigned?

5/ which of these problems have negative effects on your future career?

6/ How do you evaluate the training performance process in the enterprise you are assigned?

7/ What measures should be taken to improve the training performance process in the enterprise you are assigned?

ANNEXURE 7

Budget Schedule

As it has always been known, making sound research needs tantamount time, energy and financial capacity to be incurred from start to finish on the side of the student researcher. Thus, the research paper regarding an assessment of the Performance of Selam TVET College to build the capacity of practical skills in Addis Ababa has incurred a reasonable amount of money to purchase items and use certain Web sites that help to accomplish the study. Therefore, the table below shows expenses incurred to accomplish the paper understudy by the researcher.

Sr. No	Websites used and Items Being Purchased	Expenses in Birr	Total Expense in Birr
1	Purchase of Books	90Birr	540Birr
2	Web Sites	180Birr	900Birr
3	Writing Papers	80Birr	320 Birr
4	Typing and editing	85Birr	510 Birr
5	printing	95Birr	380 Birr
6	Reprinting	95Birr	380 Birr
7	Travel Expenses	14Birr	112 Birr
8	Photo Copy	14Birr	112 Birr
9	Others	30Birr	240 Birr

Grand Sum= 3494 Birr

Declaration

This thesis is my original work and has not been presented in any other University, and that all sources consulted for the thesis have been properly acknowledged.

Name Habtu Bashaye

Signature _____

Date _____

Approval

This thesis has been submitted for examination with my consent and approval as a thesis advisor.

Name Haileselassie Woldegerima (Ato).

Signature _____

Date _____